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ABSTRACT

The Valley City State College, North Dakota, planning manual, which was based on the Futures Creating Paradigm methodology, is presented. The paradigm is a methodology for interdisciplinary policy planning and establishment of objectives and goals. The first planning stage involved preparing comprehensive narratives in the following areas likely to affect the College during the next decade: economy, energy, environment, government and global affairs, minorities, participation, population and human settlements, science and technology, and work and lifestyle. The second stage of the planning model called for projecting possible changes or modifications in regional and national values. Based on the first two steps, a set of assumptions for the various components and activities of the college were developed and cross-tabulated to sector trends and value choices. Based on data contained in the trends matrix, values matrix, and position papers, 114 specific institutional objectives for each sector of the College, which are appended, were developed and assessed in relation to general institutional goals and specific indicators of achievement. Additionally, elements of incompatibility among the objectives, or between the objectives and the institutional goals, were analyzed, and a coded compatibility chart, which is appended, was generated. The resulting goals for each sector of the university, including the faculty, curricula, and research and development, are presented. Based on enrollment projections for the 1980s, the possible impact of future developments on the achievement of institutional goals and objectives was projected by the planners. The final stage of the planning process was to develop policy recommendations or guidelines, which are listed. Book and periodical bibliographies are appended. (SW)

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PLANNING MANUAL

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INTRODUCTION

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ACKNOWLEDGEMENTS

The Long Range Planning Committee wishes to acknowledge assistance received and materials shared with a variety of other institutions and professionals in developing the planning process at Valley City State College. The Resource Center for Planned Change provided the model used in creating the planning paradigm. Dr. Kent Alm, former director of the Resource Center for Planned Change and current Commissioner of Higher Education in North Dakota, provided invaluable consultant assistance in the application of the Futures Creating Paradigm. The advice and assistance of Dr. Woody Earles, Vice President of Academic Affairs at Western Michigan University was also invaluable in the initial stages of the planning paradigm.

A special note of acknowledgement is extended to Dr. Warren H. Groff, Vice President for Academic Affairs at North Central Technical College in Mansfield, Ohio and to planners at North Central Technical College for providing the conceptual framework and much of the data utilized in the planning assumption section of Chapter One and for providing the definitions utilized in Appendix B.

A note of gratitude is extended to the members of the Long Range Planning Committee, especially the community members, for the many hours of dedication and the considered judgements which became the core of the Planning Manual. Dr. David Nelson and Mr. Robert Bruhschwein prepared the enrollment projections contained in Chapter Three. Mr. James Crawford, Associate Professor of Economics, prepared the text for Stages 7 and 8 in Chapter Three. To Valley City State College's sister institutions in North Dakota, especially Minot State College and North Dakota State University, a special note of appreciation for the opportunity of sharing ideas, experiences, and materials in the development of this Planning Manual.

O. Henry once wrote of Webster's Dictionary that it was interesting but not a very connected document. Perhaps this *Planning Manual* is open to the same critical lament since it presents a number of apparently disparate policies and ideas from a variety of sources. However, the strategy involved in arriving at policies for the 1980s emerged from sub-committee reports and studies conducted by faculty, community representatives, alumni, etc., with varied backgrounds and frames of reference. The policies, therefore, evolved from an imaginative and open-ended approach to the consideration of educational innovations in response to societal changes in the 1980s. The policies are intended to be flexible enough to encourage the continued use of imaginative and open approaches to the implementation of the strategies for change contained in this *Planning Manual.*

Donald Mugan - Professor, Division of Mathematics, Science, & Technology

Carol Peterson - Immediate Past President, Valley City State College V-500 Foundation

Richard Plum - Editor, Valley City Times-Record

Walt Stine - President, Fleet Wholesale

Casey Stoudt - President, Stoudt Ford

Charles Stowman - Vice President, Farmers & Merchants Bank

Barton Thompson - Assistant Superintendent, Valley City Public Schools

Fred van Hartesveldt - Associate Professor, Division of Communication Arts & Social Science

David Zavortink - Associate Professor, Division of Communication Arts & Social Science

Rationale for Planning and 1974-1979 Five-Year Plan.

Most institutions of higher education have accepted, in considerably differing degrees, the responsibility for providing leadership to improve the quality of higher education. While the need for quality in State systems of higher education is increasingly recognized, excellence has been and will continue to be closely associated with individual institutions. Most of the totality of excellence at this level stems from the influence, professional wisdom, and broad perspective of the faculty. In meeting the educational needs of our students, the corporate faculty and professional administrative staff are VCSC's most important assets.

It follows that when an institution such as VCSC embarks upon both immediate and long range planning, the faculty should be involved in substantial ways. It is also apparent that planning for the future is an important responsibility of the faculty and administration at Valley City State College. If any institution of higher education is to retain its vitality and relevance, it must be constantly alert to the possible need for modification of goals, clientele served, programs offered, educational methods employed, and modes of support. Continuing self-analysis in these areas results in a sharper focus of institutional goals.

During the academic year of 1974-75 the Long Range Planning Committee at Valley City State College focused its attention on the related questions of institutional management and program analysis. Through the channels of faculty study committees and the standing committees of the Faculty Association the committee completed several tasks related to institutional management and generated a five-year Academic Master Plan. The Academic Master Plan placed primary emphasis on the development of a strategy for the management of curriculum change which accentuated the positive traits of the existing curricula of 1974 and encouraged flexibility in the use of existing resources. The Long Range Planning Committee also devoted considerable effort to the development of management processes necesary to implement change.

The motive for developing an Academic Master Plan was the realization on the part of administration and faculty that an overall strategy for change may be formulated only after a careful analysis of the College's condition. The analysis conducted was one which directly questioned generally accepted (but often not precisely formulated) wisdoms about the College's curriculum, its strengths, and its weaknesses. Included in the analysis was a thorough review of the mission of the College and its goals. Also reviewed were the academic goals of each major, minor, and certificate program in greater detail and course outlines were articulated with a degree of clarity not previously achieved at Valley City State College. A significant amount of soul-searching effort on the part of Division Chairs and division faculty was contained in the specific listings of the subject matter competencies, presentation or behavioral competencies, and professional competencies required for graduation in each academic program. Course syllabi were evaluated against the competencies enumerated in the Academic Master Plan, Part I. An important result of the initial planning effort was the development of an academic structure which insured the institution and the student that the basic and advanced competencies required in each program were included in a continuous, sequential, and integrated manner in the specific courses required for graduation.

The object of encouraging faculty in each academic division and department to specify goals and competencies for academic programs was to begin a shift in evaluation emphasis at Valley City State College from the assessment of teaching inputs to the evaluation of learning outcomes. The Academic Master Plan, Part I resulted in the structuring of academic programs in a manner which assured the sequential progression of learning experiences and the repetition of key or central competencies and skills. From 1975 to 1980, the Plan has also provided institutional management responsibilities for monitoring, altering, and implementing curricular changes.

The second part of the Academic Master Plan was completed during the Summer of 1975 and presented to the Board of Higher Education in the Fall of 1975. It included five-year projections of curriculum modifications, new programs, and adjustments for each academic division at Valley City State College. Also included were five-year goal projections for the Library and the Faculty Materials Center. The second volume of the Plan also provided a predetermined path which faculty and administration were able to consult in their daily activities. The Plan was developed through the participation of faculty, students, and administration with the result that a common perception concerning institutional priorities evolved. Copies of the Plan were made available to each person involved in the institutional decision-making process. The Plan was intended to be a current document and was consulted in academic management decisions such as the hiring of new or replacement faculty, the structuring of courses of study and degree programs, and the writing and planning of outlines and catalog descriptions for specific courses. In short, the Long Range Planning documents set the parameters for institutional management decisions.

The Plan, Part II also listed approximately 88 individual projects in the Academic Affairs area for the five-year period from 1975-1980. Of the 88 projects, 75 or 85% were completed prior to or during the 1979-80 academic year. Five projects remain in the process of completion and nine projects were abandoned or tabled. The recapitulation or summary provided in Table I demonstrates a greater efficiency in the operation of institutional affairs when each responsible individual has a carefully designed plan to follow.

A concensus of the Long Range Planning Committee meeting in the Spring of 1979 was that the five-year Academic Master Plan had been a successful exercise. Not only were many specific projects completed, but the Plan also benefited the institution in other ways. Positive traits of planning were enumerated by the Committee: (1) The Academic Master Plan provided a basis for for management decisions which involved projections into the future; (2) The Academic Master Plan made it possible to make specific assignments to organizational units and individuals in the academic and support areas; (3) The Academic Master Plan facilitated evaluations which were both objective and simultaneous with the implementation; (4) The Academic Master Plan provided a commonality of understanding about

Science		
1. Earth and Environmental Science Major	X	
2. Revise course requirements in Biology	X	
3. Expand astronomy and Planetarium offerings	X	
4. Upgrade CAI facility	X	
5. Needs assessment in computer science (minor added)	X	
6. Develop courses for Computer Science Major	X	

THE ALLEN MEMORIAL LIBRARY	Completed	Tabled
1. East basement area improved	X	
2. Weed inventory and purchase replacements	X	
3. Selected titles on microfiche	X	
4. Purchased portable microfiche reader	X	
5. Consultant for space reallocation	X	
6. Re-roofing	X	
7. Purchased microfiche reader-printer	X	

LIBRARY SCIENCE	Completed	Tabled
1. Review and change Lib/Media certificate program	X	

FACULTY MATERIALS CENTER	Completed	Tabled
1. Development of semi-automatic quick copy service	X	
2. Needs assessment (video recording facility)		X
3. Develop and furnish a Graphics Arts and Printing Lab	X	
4. Develop a photographic production facility	X	
5. Needs assessment and development of three-dimensional laser photography	X	
6. Plan and implement film rental service		X

RECAPITULATIONS		
1. Projects projected	88	
2. Projects completed	75	(85%)
3. Projects in process	5	(5%)
4. Projects tabled	9	(10%)

the mission and goals of the institution and the strategies to implement them; (5) The Academic Master Plan assisted in directing the energies of those involved in curriculum work away from non-essential towards essential activities; (6) The Academic Master Plan encouraged a better allocation and utilization of institutional resources; (7) The Academic Master Plan assisted in generating funds by strengthening the institutional profile in the eyes of granting agencies, both governmental and private; and (8) The Academic Master Plan encouraged Division Chairs to place divisional interests in a position subordinate to institutional goals. The overall result has been an encouraging demonstration of teamwork.

Selection of Model for Ten-Year Plan

In the Fall of 1979 and the Spring of 1980 the Long Range Planning Committee conducted a brief search for a model to serve as a sequel to the 1975-1980 Academic Master Plan. The committee looked for a model which would incorporate the management advantages of the existing projection methodology as well as expand its scope to a minimum of ten years or to the year 1990. The committee's initial goal was to find a planning model which was multi-purpose in nature and which would generate a planning document of continued use to the College. It was not the purpose of the committee to generate a ponderous tome running 300 to 500 pages in length, seldom read or digested by anyone, and failing to fulfill the primary goal of a planning document, which is and should be the provision of a firm link between ideas for the future and action to create realities out of educated conjectures. The committee also required that the model adopted be flexible enough to allow for adjustments whenever changing environmental assumption required shifting priorities and altering objectives.

The committee examined the various tools and models used by futurists when involved in planning processes. Computer-driven models and mathematical procedures with imposing labels such as cross-impact analysis were examined. However, it soon became apparent that the most important resource of the planner is *human reasoning power.* In its effort to expand upon the linear projection methodology utilized in the 1975-1980 Academic Master Plan, the committee adopted several basic assumptions concerning its planning process for the 1980's: (1) The planning process should explore systematically the probable interrelationships among known environmental assumptions and future events in a cross-impact analysis, (2) The planning process should be deliberately directed by the examined values of the planners, and the process should be action-oriented. The process should emphasize alternative objectives rather than linear projections and concentrate upon the relationships among probabilities, their cross-impact upon one another, and the possible implications of such influences, (3) The planning process should be designed to point to more alternative courses of action than the conventional planning approach provides. The object is to keep good ideas from being overlooked, (4) The planning process should avoid utopian projections, which view the future as an improved model of the present. Research efforts in the planning process should recognize the need to anticipate and to plan genuinely different concepts of the future, (5) The planning process should rely more heavily on the rational study of anticipated developments and their consequences and give less heed to pure statistical analysis or data projections *per se*. While the analysis of demographic data is very important to the college's future and should be incorporated into the planning process, the committee felt that the planning process should not be restricted by a dogmatic adherence to data projections.

Subsequent to the examination of planning models, the committee met with Dr. Kent Alm, newly appointed Commissioner of Higher Education in North Dakota. Dr. Alm reviewed the committee's priorities for selecting a planning process and suggested that the committee consider seriously adopting a model entitled A Futures Creating Paradigm, developed by the Resource Center for Planned Change. The Resource Center for Planned Change is operated by the American Association of State Colleges and Universities. The AASCU model seemed to meet the priorities of the committee and provide the committee with an opportunity to both generate a recognizable shape for the college's future and initiate policies and procedures to deal effectively and positively with the future. The model was formally adopted in the Spring of 1979, and the planning committee was expanded to include members of the Valley City community and alumni. Since the planning committee as a whole now constitutes over 30 members, the majority of tasks and assignments during 1979-1980 were completed by subcommittees and a core committee of campus representatives.

The Futures Creating Paradigm developed by the Resource Center for Planned Change provided the Long Range Planning Committee with a methodology for interdisciplinary policy planning and for the establishment of goals and objectives which crossed traditional discipline boundaries. Through a process involving ten distinct stages, the paradigm encouraged planners to not only establish goals but set specific objectives as strategies for attaining goals. In adopting the paradigm, the committee realized that in order to be effective any planning process must be continuous. The data generated by use of the paradigm and the goals and objectives, as well as policies formulated in this process, will be subject to continual re-examination and restatement as the 1980s unfold. Finally, the paradigm developed by the Resource Center for Planned Change did not prescribe the structure established for the planning process or inhibit the participants in the planning process from designing a report which recognizes the unique circumstances and traditions of Valley City State College. In short, the paradigm was helpful in facilitating the involvement of a relatively large number of participants in the planning process, guiding the participants in arriving at objectives, and assisting in the establishment of firm institutional goals for the 1980s.

TABLE I

VALLEY CITY STATE COLLEGE

Academic Master Plan

Objectives

PROGRESS REPORT

1975 - 1980

BUSINESS	Completed	Tabled
1. One-year Secretarial and Clerical	X	
2. Major Executive Secretarial Science	X	
3. Business Law (third quarter)	X	
4. Expand - Corporation Finance	X	
5. Revise Business Letter & Report Writing	X	
6. Revise Data Processing	X	
7. Vocational Teacher Education	X	
8. Expand Business Internship	X	
9. Revise majors with options and electives	X	
10. Emphasis on computer programming	X	
11. Expand with minor in Marketing-Management-Finance		X
12. Two-year Technical Secretary Program and Educational Secretary Training		X
13. Court Reporting	X	
14. Revise model office program	X	
15. Advanced accounting	X	
16. Real Estate courses and options	X	
17. Community Education Courses	X	
18. Seminars for Secretaries		X
19. Seminars for High School Seniors		X
20. Business for Profit Seminars	X	
21. Workshops for Teachers	X	

EDUCATION AND PSYCHOLOGY	Completed	Tabled
1. Early Childhood Minor	X	
2. Special Ed. sequence	X	
3. Reading Minor	X	
4. Reading Lab	X	
5. Performance Oriented Teacher Education	X	
6. Kindergarten Education	X	
7. Extend Diag. Reading Service to Public Schools		In Process
8. State Reading Credential	X	
9. Materials Center (Math, Social Studies, and Language Arts)	X	
10. Adult Classes: Parents and Schools Family Communication	X	
11. Develop Teaching Center	X	

COMMUNICATION ARTS AND SOCIAL SCIENCE	Completed	Tabled
1. Earth & Environmental Science Major	X	
2. English/Social Science Composite		X
3. Communication Education	X	
4. Needs Assessment-Sociology Major-No need	X	
5. Revise Humanities Requirements	X	
6. Revise Freshman English	X	

HEALTH AND PHYSICAL EDUCATION	Completed	Tabled
1. Drivers Education Minor and develop teaching aids and materials for minor	X	
2. Revise Physical Education Major and Minor to comply with Title IX	X	
3. Expand Intra-mural program	X	
4. Implement gymnastics program for women	X	
5. Implement gymnastics competition	X	
6. Revise Health Education Minor	X	
7. Develop and implement Health Education Major	X	
8. Revise physical education activity classes	X	
a) develop class for outdoor winter activities	X	
b) develop classes for summer activities	X	
9. Conduct a needs assessment for a major in Leisure Time Activities (Recreation)		In Process
10. Conduct a needs assessment for Atheltic Training Major		In Process

FINE ARTS	Completed	Tabled
1. Develop summer workshops	X	
2. Develop community education courses in piano, voice, guitar	X	
3. Bicentennial Programs	X	
4. Revise major and minor (more electives)	X	
5. Major in Piano Pedagogy		X
6. String program/needs assessment (no need)	X	
7. Curricular examination of "New Directions in Music Education."		In Process

Art		
1. Needs assessment: Interdisciplinary Art/ IE Major (no need)	X	
2. Community Education program development	X	
3. Conduct study of art methods for the elementary teacher	X	
4. Implement K-12 in art education	X	

MATHEMATICS,SCIENCE, AND TECHNOLOGY	Completed	Tabled
Industrial Education		
1. Study and revise course titles and content in major and minor	X	
2. Revise program in light of evolving State Master Plan	X	
3. Revise Commercial Graphic Program to allow for more electives	X	
4. Implement Industrial Technology Major & Minor	X	
5. Establish HAM Radio Facility	X	
6. Establish holography facility	X	
7. Develop and expand energy-power lab	X	
8. Major in Printing and Management		X
9. Develop internship program	X	

INTRODUCTION

The concept of collegiate long range planning is not new. In fact, since the early 1950s, numerous strategies have been developed to aid institutions of higher education in the planning process.

Long range planning in itself offers no immediate solutions to institutional problems. However, planning does offer a rationalized approach to the future. This "rationalized approach to the future" is the essence of the Valley City State College Planning Manual.

Although the Valley City State College Planning Manual is the product of the work of many people, Dr. Samuel Rankin, Dean of Academic Affairs, should be given special recognition as chairperson and chief architect of the project.

Ted DeVries
President

July 23, 1980

LONG RANGE PLANNING COMMITTEE MEMBERSHIP

1979-1980

Sam Rankin - Chairperson; Dean of Academic Affairs
David Nelson - Vice Chairperson and Research, Director of Admissions and Records
Nathan Crosby - Ex-Officio; Dean of Administrative Affairs
Harry Salisbury - Ex-Officio; Dean of Students
Robert Bode - Ex-Officio; Past President, Valley City State College Faculty Association
Sheila Lindeman - Ex-Officio; Past President, Valley City State College Student Senate
Matthew Edland - Ex-Officio; Past President, Valley City State College Student Senate

David Ainsworth - Professor, Division of Education and Psychology
David Behlke - Associate Professor, Division of Fine Arts
Marv Bloom - Adminstrator, Mercy Hospital
Robert Bruhschwein - Associate Professor, Division of Mathematics, Science, & Technology
Michael Coffey - President, Valley City Chamber of Commerce; Vice President, Northwestern Bank
James Crawford - Associate Professor, Division of Business
Stephen Greenwald - Associate Professor, Division of Mathematics, Science, & Technology
Larry Grooters - Professor, Division of Health & Physical Education
Gordon Hoff - Assistant Professor, Division of Communication Arts & Social Science
Kathryn Holleque - Assistant Professor, Division of Education & Psychology
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Robin Huseby-Johnson - Attorney-at-Law, Sproul, Lenaburg, Fitzner, & Walker
Judy Kemp - Assistant Professor, Division of Mathematics, Science, & Technology
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CHAPTER ONE

The Planning Process: Trends, Values and Assumptions

STAGE ONE: Forecasting Trends

The initial stages of the ten-stage planning process required planners to identify trends and values which are likely to determine the context in which Valley City State College will exist in the 1980s. The first four stages of the planning model encouraged participants to build a data bank which collectively described future trends at not only the national and state level, but also those likely to have a direct impact on the College's operations during the 1980s. In effect, the forecasting of trends and values specified in the planning model required the planning participants to build a conjectural environment for the 1980s prior to the establishment of specific goals and objectives for the College. The design of the planning model encouraged participants to avoid the establishment of unrealistic goals and objectives or goals and objectives which had too little a relationship to societal trends for the 1980s.

A set of societal trends were recommended in the planning model and these trends were to a great extent incorporated into the study process in the first and third stages. Societal or social trends were suggested in the model because forecasts can be made with reasonable accuracy and confidence over a ten-year period by using social trends. The goal of the first stage was to prepare comprehensive narratives of those trend areas likely to impact the College during the next decade. The trend areas selected for study paralleled those in the planning model but did not replicate in every instance the trend areas suggested by the planning model. The trend areas selected for study included: Economy, Energy, Environment, Government and Global Affairs, Minorities, Participation, Population and Human Settlements, Science and Technology, and Work and Lifestyle. Subcommittees consisting of two faculty planners and one community member were assigned to each of the above trend areas. Subcommittees were charged with the preparation of detailed position papers which provided an analysis of the national, regional, and local impact of each given trend area during the 1980s. The interdisciplinary nature of the trend areas encouraged frequent interchange of data, ideas, and concepts between and among the subcommittees. The interdisciplinary make-up of each subcommittee also insured that each trend area would be viewed from several different perspectives.

A considerable amount of time was devoted to the completion of the first stage. A consensus of the planners felt that the first stage of the planning process was crucial to the development of a firm data base for the establishment of goals and objectives for the 1980s. The subcommittees labored independently and in groups during four months of the Spring of 1979, generating individual position papers on each trend area. Copies of the position papers are available in the Academic Dean's Office. Verbatim summaries of the trend area position papers are contained in Appendix C of this manual.

Although it is very difficult to summarize the massive amount of information collected by the subcommittees and included in each subcommittee's position paper, it is appropriate to list here very brief paragraph summaries of the position papers. A brief reading of the summary paragraphs leaves the reader with the impression that the subcommittees accomplished several tasks during the first stage of the planning model. Interrelationships between the College's mission and goals and known environmental assumptions as well as future events began to appear. It was also evident that the planners were avoiding utopian views of the future. Conventional wisdoms concerning the College's goals and objectives were being directly challenged as a result of the trend analyses. However, at this initial stage none of the potential objectives ran counter to the basic mission of the institution.

In presenting the trend area summaries, each subcommittee was asked to specify which areas in a cross-influence matrix of the College's community would be most affected by each specific trend area. The sectors of the College community selected for consideration in this analysis were: Curricula, Faculty, Students, Athletics, Research and Development, Public Service, Internal Allocations, Facilities, External Resources, and Administration. In generating the trend area summary statements, each subcommittee stated in paragraph form those sectors of the College likely to be heavily impacted by projected environmental and social changes in the 1980s. The emphasis at this level of the distillation of the position papers was upon regional trends likely to impact VCSC. However, it is evident from the summaries that national and international trends were not neglected.

Trend area summaries presented for initial consideration and inclusion in the planning matrix were as follows:

1. **Economy.** The greatest impact will be on internal allocations and external resources. The likely growth of economic ties at the national level with third world nations may encourage college faculty to revise existing curricula and place a greater emphasis upon the knowledge of the culture and people of the third world.

2. **Energy.** There is no doubt that energy shortages will impact our area and the nation; this has already occurred and will continue to do so for 20 years. North Dakota, if allowed to use its resources, could have a less drastic reaction than other areas, but with overall national economic decline, the state will suffer. New breakthroughs in technology could reverse the trend, but not before the 90s. Since energy affects all sectors of society, it will also impact the College. The impact of energy and its supply will affect all other trend areas, most likely resulting in change and disorder. Also, many of our traditional assumptions and values will need to be examined and questioned as to continued validity.

3. **Environment.** Although currently there are few dangerous environmental problems in North Dakota, within the next ten years the potential for a worsening environment exists. Thus, awareness of this problem should be a major consideration of any learning institution. Therefore, the subcommittee feels that three closely related sectors should receive priority: curriculum, students, and public service. The education of students and the community through a strong, sound, environmentally-oriented, interdisciplinary curriculum is of utmost importance to VCSC in the next decade.

4. **Government and Global Affairs.** Any institutional plan for the future should take global affairs and government into consideration. The impact of global affairs upon a small, rural college like Valley City State will be largely indirect. The college curriculum must help prepare students for global changes and make them aware of the increasing inter-

dependence of all nations. The influence of government on the college will be much more direct. Some funding for college programs and grants for students will be available from government sources. Pressure for efficiency in the use of money provided by the state is likely to increase. College planning should give a higher priority to questions concerning state and national government, which will directly influence its fate, than to global affairs.

5. **Minorities.** This area will have the greatest impact on curricula, faculty, and students, as these are the areas in which increasing numbers of women and minority-group students will be most directly involved.

6. **Participation.** Participation by people in business and government as a trend area will have little impact on constituencies and sectors within the College with two exceptions. First, curricula and its delivery system may need to reflect needs of the local community and business/industry. Second, faculty time and talent as well as professional development must anticipate and reflect curriculum changes. Administrative awareness and support for curriculum changes must be available. The trend of participation in fitness and lifelong physical activities must be recognized and could cause personnel and facilities shifts.

7. **Population and Human Settlements.** Decreasing enrollments of traditional students and the changing job market will mean the development of curricula to meet the needs of non-traditional students and the community. Learning will become a lifelong process with an emphasis on flexibility. Faculty and administrators must develop their own flexibility by retooling and skill development.

8. **Science and Technology.** The impact of science and technology, especially computers, is beginning to have an effect that will accelerate over the next two decades. The impact will be greatest on the curricula and faculty which must explain the world to come to students. The impact will affect all other areas and is unlikely to be reversed. If the College, and higher education in general, does not respond

quickly to bioethical problems and computer-related matters, the year 2000 may find a very fragmented and confused society.

9. **Work and Lifestyle.** The curricula sector should receive priority in planning to assure adjustments appropriate to rapid changes in lifestyle and the world of work.

STAGE TWO: Forecasting Values.

Stage 2 of the planning model called for planners to project possible changes or modifications in regional and national values. The premise of value forecasting in the planning model was that existing national, regional, and local values play an important role in influencing the direction of institutions of higher education. The ultimate aim of projecting value changes in any social milieu is to assist planners in recognizing the parameters for change. Such a recognition contributes toward the influencing and guiding of value changes and new directions which are compatible with the actual realization of values basic to society's survival. More immediate and realistic aims of value projections include the identification of major conceptual and methodological obstacles which have prevented the systematic and empirical ability of institutions to adjust to changing values. One major obstacle in higher education has been the assumption that it is impossible for trained social scientists or behavioral scientists to project value changes. It is no exaggeration to note that a commonly accepted terminology in which to record an individual's or group's values does not exist. It was also apparent to the planning committee that precise instruments for ascertaining what values exist and what value changes are likely to occur are not available.

Despite these impediments inherent in the process of projecting value changes, the Long Range Planning Committee determined to investigate the probable effect of value shifts in the 1980s on Valley City State College. In accepting this task, the planning committee established several basic assumptions concerning values:

1. Values are the standard of desirability within a given culture.
2. A value is the standard by which the relative worth, merit, or importance of something, someone, or a situation is judged.
3. Values are not in themselves determinants. Values are standards which influence the decision-making process.
4. Values are not neutral. They deal with fundamental and important parts of human life; they do not focus on trivial parts of social life.
5. Values vary from society to society, from region to region, from locality to locality. What one culture or subculture considers desirable may be viewed as undesirable by another culture or subculture.
6. Most cultures have a focal value or cluster of values around which many specific values congregate. Congregate values commonly accepted as pervasive in American life are hard work, success, personal achievement, progress, materialism, rationality, and efficiency. Hard work, success, and personal achievement are values directly related to personal lifestyle; progress, materialism, rationality, and efficiency could be considered extensions of the personal values at a societal level.
7. Each of the congregate values are directly related to the core value of mastering one's environment.

Accepting these basic assumptions and the fact that values exhibit a rather intricate pattern of behavior, the planning committee reacted to value shifts in eleven specific areas described in the AASCU Planning Model. The value areas selected for study were: change, freedom, equality, leisure, foresight, pluralism, responsibility, knowledge, quality, goals, and interdependence. Six subcommittees investigated value changes in the areas of: (1) Change and Freedom (2) Equality and Pluralism (3) Knowledge (4) Leisure and Quality (5) Foresight and Goals (6) Responsibility and Independence. To provide an additional data base for the planning process, each subcommittee was charged with responsibility of preparing a position paper which addressed itself to the proposed value shift or shifts in the areas assigned to the subcommittee. In addition, each subcommittee described the impact of specific value shifts upon the major sectors of the college community. As in Stage 1, each subcommittee consisted of faculty and members of the community from different disciplines and varying backgrounds.

The results of the efforts of the subcommittees in Stage 2 are contained in Appendix D. Each subcommittee presented a brief position paper which outlined potential value shifts into the 1980s. In addition, each subcommittee submitted an impact report which forecasted the possible effect of value shifts upon major sectors of the college community. A summary of the impact statements contained in Appendix D follows:

1. **Foresight and Goals.** The planning committee should require that the faculty and administration place a major importance upon the necessity of forecasting the long range impact of decisions in the areas of faculty development, student services, and curricula. There should also be a major importance placed upon the necessity to inform the general public as well as the college community of the importance of establishing long range and short range goals for the College.
2. **Responsibility and Interdependence.** North Dakotans are traditional in nature and conservative toward any change. Thus, any value shifts would appear to be minor and rather slow to evolve.
3. **Change and Freedom.** During this period, the next ten to twenty years, the United States and North Dakota will have to face the reality of a major change in America's ability to progress and expand. There is no doubt that there will be an impact on all aspects of society, and that this process is already occurring. The intensity will depend on the willingness of society to change and limit freedom in response to less resources. But all aspects of our way of life will be affected in varying degrees. The shift in our values of freedom and our willingness to change will impact all other trend and value areas. Of course, a major breakthrough in energy technology could reverse the impact.
4. **Equality and Pluralism.** A greater diversity can be expected in the traditional student body. The curricula must take into account cultural, racial, and age diversity and emphasize equalitarian values. Human relations will become an important skill.
5. **Leisure and Quality.** The highest priority should be given to further development of the external studies component of the college curriculum. As the role of the College grows to

encompass lifelong learning and adult education, these areas will require significant input from the entire campus and community.

6. **Knowledge.** There will be during the 1980s and 1990s a massive amount of knowledge available to the average citizen. The sheer volume of information and knowledge available may overwhelm even those with advanced skills in managing data and information. Although people may react to the constant changes in knowledge by valuing it less, it seems at least as likely that they will begin to recognize the necessity of preparing themselves to deal with the flood, coming to value knowledge more than ever. It also seems very likely that more demands on those who provide knowledge to the public will be more extreme than in the past.

The forecasting of trends called for in Stage 1 of the Planning Model was a much clearer procedure than the forecasting of values called for in Stage 2. Trends were not hard to identify because for the most part the identification process involved external forces which were easily recognizable. Values presented a far more complex and subtle challenge. This is apparent in the subcommittee reports on Stage 2. The reports are not always consistent with each other or with the projected trends. The planning committee, however, determined that this was not a significant problem since to a great extent inconsistent subcommittee reports reflected the reality that values in a given society are not for the most part consistent. There are many contradictions within a value system which is why values, like all other aspects of structural cultural systems, do not in themselves coerce or determine change. American society is replete with internal contradictions in its value structure. Many Americans who believe the United States should present afir defense posture to the world often aggressively oppose those who exercise their freedom to criticize expenditures in the defense area. Because of internal contradictions in its value structure, the American value system places a strong emphasis upon freedom of choice. It is also apparent that values affect individual behavior and that freedom of choice insures a diverse value structure in American society. It was not possible to generate (in the context of values) a list of forecasts which were consistent in nature. However, many values were defined, selected, described and analyzed. Thus, it was possible to add to the data base of the planning process an informed anticipation of probable value shifts. The result is that values and value shifts in the decade ahead were not neglected in building an institutional policy-making matrix.

STAGES 3 and 4: Building a Planning Matrix

Stages 3 and 4 of the Planning Process involved planners in a careful analysis of the trends and values forecasted in Stages 1 and 2 and the likely impact of the forecasts on various sectors of the institution over the ten-year period of the 1980s. The goal of Stages 3 and 4 was to examine carefully the trends and value shifts projected for the 1980s and distill from the data accumulated a set of assumptions which would guide planners in establishing objectives and goals for the institution in the decade of the 1980s.

In conducting the analysis of trends and values and their impact upon sectors of the College, the planning committee elected to utilize a cross-influence matrix suggested in the planning model. The matrix, which is displayed in Table II, lists ten major sectors of the College horizontally including curricula, faculty, students, athletics, research and development, public service, internal allocation, facilities, external resources, and administration. The vertical columns of the matrix lists the trend areas and value areas analyzed in Stages 1 and 2 of the planning process. Ten subcommittees of planners were then assigned the task of evaluating the impact of the trend forecasts and value area shifts upon each major sector of the institution. The subcommittees consisted of planners of faculty and community members working independently and providing an analysis of the impact of each trend area and each value cluster upon each sector of the College. Thus, one subcommittee completed an analysis of the impact of previously forecasted changes upon curricula, another upon faculty, students, etc. The matrix proved to be an effective mechanism for distilling the massive amount of data collected in the trend area position papers and the value shift position papers. The completed matrix is presented in Table II. The information included in the matrix was then reviewed by the entire planning committee and studied in depth prior to the preparation of planning assumptions.

Planning Assumptions

The preparation of planning assumptions led to an additional analysis of the values and trends forecasted for the 1980s as well as to a careful consideration of the ability of various sectors of the college community to respond to the challenges presented in the matrix. At this point it became clear to the planners that a detailed listing of planning assumptions would not only bring clarity to the data provided in the position papers and in the matrix, but would also serve as an effective bridge between the analysis of data and the establishment of objectives for each sector of the College for the 1980s. The value of listing assumptions, rather than leaping immediately to establishing goals and objectives, may be found in the nature of an assumption. An assumption is a proposition describing future conditions, some of which the institution has little control over. A planning assumption or proposition can be internal to the institution or external to it. The level of certainty assigned to an assumption is to a great extent determined by the data upon which the assumption is based as well as the level of precision it is allowed to attain in subsequent planning. To proceed with the establishment of goals and objectives prior to the establishment of assumptions may restrict the range of flexibility, hedging, or options that the institution must maintain against non-assumed conditions. The listing of assumptions also enhances the certainty level of forecasting trends and goals and, thus, yields greater planning precision and better long term goal effectiveness to the entire procedure of establishing goals and objectives.

The planning assumptions distilled by the Long Range Planning Committee from the cross-influence matrix and from a variety of sources available to the committee and writers of the planning manual are presented under the ten distinct subheadings which follow:

Assumptions about the societal context within which VCSC exists:

1. It is assumed that equal educational opportunity as a right of all persons will be a dominant theme of federal and state legislation in the years ahead. This will mandate a focus on

TABLE II: CROSS INFLUENCE MATRIX

SECTORS TRENDS	Curricula	Faculty	Students	Athletics
Economy	Refocus course emphasis: especially in social sciences, business, and humanities, to third world or less developed countries. Courses emphasizing international interdependence, relations, and shifts in political, legal, and economic power. The college will/should offer more courses on conservation, energy, basic skills such as woodworking, carpentry,... Should be courses which the limit to resources, exploitation, and lessening of opportunities is stressed. Ethical examination of the idea of freedom should be examined.	Faculty development and curricula areas emphasized under Economy/Curricula. Faculty should be prepared to move students in the direction of understanding life in transition, and with limited potential. For themselves, they should accept a tight financial environment, with less emphasis on new programs or equipment.	Minimal except as noted below. May be a frustrating time period. Much should be done to counsel students toward the available opportunities and emphasis on self-reliance.	Impact on travel expenses. May be a need due to limited finances and increas women's athletics to gear down intercollegiate sports and life time recreational sports.
Energy	College should offer courses in energy conservation--continuing education level especially. Class in general education on energy. In industrial education-- home energy systems, i.e., stills, methane digestors. In social science: Energy and economic decline--effects of various crisis solutions on the economy. Students must be provided with the skills to enhance their flexibility in the job market. The study of monorities and human relations skills will become increasingly important. Leisure time activities will become increasingly important. A regional studies program may become important. Lifelong learning must be emphasized.	All should conserve in own way, set example. In science, social science, geology, industrial education--faculty should obtain background in energy and energy impacts from readings and seminars. Development of courses in energy and energy conservation. The faculty must become skilled in the area of human relations. The faculty must become more knowledgeable in the area of human and cultural differences. More minorities may be represented on future faculties.	Fewer long-distance commuters and more dorm residents. Students may wish to pursue careers in energy related fields. Students may become frustrated as economy declines and there are fewer job opportunities. Will effect individual students in much the same way as other segments of society, i.e., investment in more effecient vehicles, fuel will consume larger portion of budget. Students may become a more heterogenous collectivity. Students must be exposed to an increasing diversity of individuals and experiences. Students must become life long learners. Students must develop ''flexibility.''	Should change scheduling patterns for athletic even headers,'' more daytime contests. Equal opportunities for participation are necessary. A greater diversity of racial, ethnic, and age levels ma Costly programs must be scrutinized. Leisure activities should be emphasized
Environment	The emphasis in curricula will shift toward area studies of the Pacific rim and toward the problem of scarce raw materials. Public service questions and development of human resources will become more important. There will be increased emphasis on individualized programs for students and on multi-racial studies. During the 1980's the amount of knowledge will continue to increase rapidly, and through the use of computers, it will be more readily available than ever before. Interdisciplinary approaches and computer assisted learning will be increasingly important. The speed of change, especially in technical areas, will lead to more value being placed on shorter courses with the expectation of frequent refresher courses. It will be necessary to develop training based on technology and the use of computers.	The faculty will have to develop a global basis for political, economic, and cultural studies. Faculty will have to be both more highly trained and more broadly based and prepared for interdisciplinary work. Frequent updating will be necessary.	VCSC has an obligation to contribute to students' knowledge and awareness of environmental problems and solutions. Students will be more accustomed to technological equipment (such as pocket calculators) to use as learning aids. They will, of course, have more to learn.	No changes due to shift in trend. No changes due to shift in value.
Government & Global Affairs	The emphasis in curricula will shift toward area studies of the Pacific rim and of scarce raw materials. Public service questions and development of human resources will become more important. There will be increased emphasis on individualized programs for students and on multi-racial studies. The curricula will emphasize areas which will lead to the enhancement of the ''experience of life''--physical and emotional well-being, self-fulfillment, cognitive, aesthetic, and spiritual growth.	The faculty will have to develop a global basis for political, ecomonic, and cultural studies. Faculty in selected areas will require retraining to allow for changing curricula. Adjunct faculty and community resources will play-an increasingly important role in allowing the institution to meet the wide-ranging needs of tomorrow.	Students will be more dependent on governmental support, which will be increasingly available. There will be a possibility of an increase of students from the third and fourth worlds, especially in economics, business and teacher training.	The scarcity of energy and increased cost of other aspec governmental support for athletic programs. There will be greater emphasis on leisure time activiti recreational activities.
Minorities	The growth and acceptance of cultural pluralism. A continuing population shift from rural to urban. An increasing demand for equal educational opportunities for Indian children. Increasing numbers of career women. Increased demand for child care services. The growing importance of adult education and lifelong learning. The importance of planning, planning methodologies and approaches should be included in upper-division courses in discipline areas such as Education, Business Administration, Earth and Environmental Science, etc. Social Science courses should consider the ethical implications of establishing goals, which serve the best interest of a majority of society or the common good.	The growth and acceptance of cultural pluralism. An increasing demand for equal educational opportunities for Indian children. Increasing numbers of career women. Increased demand for child care services. The growing importance of adult education and life long learning. Faculty development program should emphasize the importance of faculty participation in and an understanding of the planning process. A core of faculty should be selected and trained in the underlying philosophy of planning and in the skills required to utilize sophisticated approaches to planning.	The growth and acceptance of cultural pluralism. A continuing population shift from rural to urban. An increasing demand for equal educational opportunities for increased number of career women. Increased demand for child care service. The growing acceptance of adult education and life long learning. Students should consider the importance of organized student activities in supporting the total planning effort of the institution. Students will probably become more conscious of the need for establishing firm and clear career goals, which relate to a curriculum of training designed to benefit a society of the future. Students should be prepared with the basic skills necessary to adjust to career changes.	The continued increase in numbers of minority groups A continuing population shift from rural to urban. The gro education and life long learning. Athletics should continue to support the over all devel the spirit of ''mens sana in sano corpore.''
Participation	Possibly design courses for specific business/industry/government programs. Continue to explore evening class offerings to meet needs of local community and business/industry. Changes in delivery of curricula. No changes due to shift in value.	Increased demands on faculty time and talents to produce new courses and delivery methods. Be aware and respond to students and their responsibility patterns and interdependency needs.	Provide opportunities for participation and awareness for use in later adult life. Continued orientation toward value of education but awareness of career implications.	No change due to shift in values.
Population & Human Settlements	The curricula will need to respond to a rapidly changing job market. Emphasis should be placed on broad preparation and the development of skills that are employable in more than one area. Lifelong learning should become the theme.	The faculty will probably stabilize in size. It will become increasingly necessary for them to develop multiple areas of teaching competence. Paid leaves and financial assistance for retraining will be a necessity.	The student body will show a greater mixture of ages and life experiences with fewer of the traditional 18-24 age group available. Students will need to prepare themselves for ''flexibility'' in life.	Fewer of the traditional athletes will be available for r more expensive team sports will need to be scrutinize background for leisure and life may be emphasized.
Science & Technology	More computer science, possibly an absolute requirement in general education, of a course such as ''Computers and Society.'' More science ethics classes. More courses on energy. More courses on home energy system maintenance and construction.	Should stass conservation in all courses where applicable. Should become familar with energy and computers.	Should take more practically oriented courses. Should take great care to get proper training in order to be competitive in a diminishing job market.	Video tape teaching should be used. Fitness stressed ov the trend to a push button society with ''flabby'' muscle
Work & Lifestyle	Move toward life long learning approach, offer courses to enhance experience of life, increase interest in individual intellectual and aesthetic growth, offer credit for work experience, prepare students for occupational mobility, grow in computer utilization and move with advanced technology, offer non-degree certification programs (this may mean more special topic classes).	Use of adjunct faculty, increase female faculty, concentrate on teaching ''life skills'' along with course content, retrain tenured faculty, consider compulsory retirement issue.	Learn how to learn, prepare for alternative careers, learn to view education as a life long activity of value in and of itself, look at labor market outlook, become acquainted with computer technology, educate for inexpensive leisure activity; there will be more older and part time students.	Prepare students for inexpensive leisure activity, concer focus on lifetime sports, emphasize intramural activities.

TRIX

Athletics	Research & Development	VALUES
es. limited finances and increased monetary supp down intercollegiate sports and to emphasize fitne ts.	No changes due to shift in trend. No change due to shift in values.	**Change & Freedom**
ling patterns for athletic events, less travel, "c contests. participation are necessary. cial, ethnic, and age levels may be participating. e scrutinized. be emphasized	No changes due to shift in trend. No changes due to shift in values.	**Equality & Pluralism**
ft in trend. ft in value.	Faculty will have to be well-grounded in environmental research methods to teach and to provide data for service functions. Although there will be a tremendous increase in the amount of knowledge, it will also be more easily accessible due to computers, and research will be easier for those isolated from major intellectual centers.	**Knowledge**
nd increased cost of other aspects of education me athletic programs. mphasis on leisure time activities and greater diver	No changes due to shift in trends. No changes due to shift in values.	**Leisure & Quality**
in numbers of minority groups entering the middle shift from rural to urban. The growing importance o earning. ue to support the over all development of the stud in sano corpore."	The growth and acceptance of cultural pluralism. The continued increase in numbers of minority groups entering the middle class. An increasing demand for equal educational opportunities for Indian children. Increased demand for child care services. The growing importance of adult education and life long learning. Applied institutional research should support the planning assumptions of the total institution as well as the goals and objectives of individual departments.	**Foresight & Goals**
in values.	No changes due to shift in trend. No change due to shift in values.	**Responsibility & Interdependence**
l athletes will be available for recruitment. Some c orts will need to be scrutinized. Sports that prov d life may be emphasized.	No changes due to shift in trends.	
uld be used. Fitness stressed over team sports to co n society with "flabby" muscles.	Due to cost, it is not likely that the college will become more involved. But could work on computer software development, which requires little or no equipment outlay.	
xpensive leisure activity, concentrate on physical fit emphasize intramural activities	Discover how to better use skills and knowledge gained in college, how to facilitate life long learning approach, and how to devolop more relevant curriculum planning and flexibility.	

TABLE II: CROSS INFLUENCE MATRIX

SECTORS TRENDS	Public Service	Internal Allocation	Facilities	External Resources
Economy	Increases in request for information by farmers and businesses concerning international relations and trade. Increase in public concern over how to individually combat inflation. The college should increase its role as an information dissemination agency. Continuing education for job retraining and self reliance skills should be stressed.	The impact will be greatest on internal budgetry allocations of line items. The shifts will depend on where costs are increasing fastest. Immediate, energy and food; intermediate, salary, wages, and student aid. Could be diminished by state recognition in budget allocations. May be a need to allocate more funds to the college areas dealing with the change induced problems, in energy and career oportunities (Science, Industrial Ed and Counseling Services).	Increased emphasis on cost effectiveness in use of facilities. The college plant should be made as energy efficient as possible.	As the less developed countries develop they will increase their demand for raw materials (including energy and food) and capital goods. The costs of these goods will increase faster than other goods and services. Also periodic shortages will continue. Will be fewer external resources available except in areas related to energy and the transition to conservation.
Energy	College should serve as disseminator of public information from state and federal sources--sponsor community workshop. Community and regionally based education must bring the curriculum to the public through an outreach program. The special needs of a variety of cultural and age groups should be met by the college.	Those areas affected by new energy curricula will need more funds. VCSC must be as flexible as possible yet promote equality.	Should continue improvement in energy effeciancy for buildings. Need new equipment for energy courses. Equal access to equal facilities must be provided.	May limit in some areas but should be federal money available for energy related projects. A greater number of external funding sources must be tapped.
Environment	VCSC has an obligation to contribute to the public's knowledge and awareness of environmental problems through continuing education courses, published research data (air and water pollution data collected locally), encouraging recycling, etc. There will be a need for night courses and continuing education to help people with retraining and to help them handle the growth of general knowledge. External programs-- via television, newspaper, etc.--will be more important.	Necessary shifting of resources to support curriculum. It will be necessary to increase library holdings to keep up with the information explosion. New types of information delivery and retreval systems (like computer terminals) must be made available to all faculty and students. There must also be financial support for needed curriculum changes.	Meet more stringent pollution standards. More space for equipment (although new types of information storage—microfilms—may result in less need to increase space for keeping books) and more computers and other technical aids will be in the library.	State money will be diverted from higher education and other areas to enviromental protection areas. No change due to shift in value.
Government & Global Affairs	The college will have to contribute to global knowledge and awareness among its graduates. Public service occupations will be of increasing prominence. There will be an expanded role for faculty with greater contact in the community, and the college will evolve more flexibility in learning situations.	Technological advances will require greater expenditures in the area of equipment.	Governmental funding for new facilities is likely to diminish. No change due to shift in values.	There will be governmental support for innovative race-conscious programs but less than in the past for general funding. No changes due to shift in values.
Minorities	No change due to shift in trend. The college should attempt to provide through workshops and consultant services assistance to the service area and constituencies within the service area in planning and the necessary adjustments to a rapidly changing demography.	The growth and acceptance of cultural pluralism. Increased demand for child care services. The growing importance of adult education and life long learning. Internal allocations at the college should reflect the planning assumptions established by the faculty and administration. Community and student advice should be considered in the establishment of priorities.	Increasing numbers of career women. Increased demand for child care services. The growing importance of adult education and life long learning. Every attempt should be made to provide for the maximum utilization of existing facilities. Planned improvements should emphasize the contuinuing necessity for changing space allocations to meet the demands of a changing college community.	The growing importance of adult education and life long learning. Planning should become an integral part of budget presentation to state agencies. Planning should become an integral part of the preparation of applications for assistance from federal and private resources. The college should continue to emphasize the growth of private contributions to enhance the college's ability to attract well qualified students.
Participation	Continued awareness and cooperation with civic, business and other interested groups. Be open to suggestions for service. No changes due to shift in values.	Curricular changes may direct realignment. Athletic need to accommodate individual participant activities and life long fitness activities. No change due to shift in values.	Possible modifications to accommodate changes in curriculum and its delivery. More need for space areas for individual physical activities. No change due to shift in values.	No change due to shift in trend. No change due to shift in values.
Population & Human Settlements	Community based education for people with specific needs may grow in importance.	Flexibility without internal disruption must be the goal.	New building only to meet special educational needs that arise should be considered. Rennovation and maintenance will be important.	Governmental, community, and alumni assistance will become more important than ever before.
Science & Technology	College should offer science information seminars on computers, energy, and home energy systems. Seek to aid the dissemination of information from governmental agencies.	More money for computer equipment, and industrial education for development of a home energy curricula.	Continued upgrading of computer access equipment. Modernization in plant energy system.	Should seek government funds for computer and energy projects.
Work & Lifestyle	Offer more apprentice type work experiences for credit, in-service programs, internships, expand day-care services, and develop the college as a cultural center.	More funding for computer technology, aesthetic programs, vocational training, and continuing education.	Make buildings more accessible to handicapped, expand day-care service, expand off-campus instruction.	Obtain funding and support from new sources.

TRIX

xternal Resources	Administration	VALUES
ountries develop they will increase their demand for raw y and food) and capital goods. The costs of these goods other goods and services. Also periodic shortages will resources available except in areas related to energy and tion.	Increased demands on administrative time and talent as concerns curriculum, faculty, students, internal allocations, external resources on this matrix. Should assume a role of mediation between all college areas and strive to direct more college impact into public information and service of a non-academic and continuing education nature.	**Change & Freedom**
but should be federal money available for energy related ternal funding sources must be tapped.	VCSC should strive for increased efficiency in use of resources and direct allocations where needed. No change due to shift in value.	**Equality & Pluralism**
diverted from higher education and other areas to reas. t in value.	Need for efficient management with less money. Administration will have to be more specialized managers. They will have to learn to manipulate and analyze the increasing amount of available information that will affect the institution.	**Knowledge**
ental support for innovative race-conscious programs but general funding. t in values.	There will be more emphasis on managerial proficiency. As activities become more diverse, the role of the administration will become more complex and less campus-centered.	**Leisure & Quality**
e of adult education and life long learning. e an integral part of budget presentation to state agencies. an integral part of the preparation of applications for and private resources. The college should continue to em- private contributions to enhance the college's ability to dents.	A continuing population shift from rural to urban. Increasing numbers of career women. Increased demand for child care services. The growing importance of adult education and life long learning. The administration should continue to place a high priority on student, community, and faculty participation in long range planning efforts.	**Foresight & Goals**
t in trend. t in values.	Recognize needs for curricular changes. Work with faculty, students and communtiy members to explore needs and requests. Provide information to keep public aware of any changes.	**Responsibility & Interdependence**
unity, and alumni assistance will become more important	Administrators will of necessity also engage in part time instruction. Planning and the maintenance of morale will be of primary importance as well as recruitment and fund raising.	
ent funds for computer and energy projects.	Guide the college toward a larger role in the social sector as a source of information and guidance in a changing and more scientifically complex and disturbing world.	
upport from new sources.	Hire more women administrators, modify and improve student services--broaden career counseling and placement services, work toward interdisciplinary academic leadership.	

"packaging" higher education programs as well shift from the 20th century goal of "education for all" to the 21st century goal of "education for each." It will necessitate careful attention to remedial education. Those programs-which overcome academic deficiences and develop the diverse talents of students will be emphasized.[1]

2. It is assumed that comprehensive health care as a right for all persons to enjoy as opposed to a privilege to benefit only those favored economically will result in (1) continued comprehensive planning for health care services and health education (2) continued identification of health occupations manpower needs, and (3) place more emphasis on preventive aspects of health education, particularly through the Occupational Safety and Health Adminstration.[2]
3. "We have moved from an era of thinking about education as something given in the early years of youth and lasting throughout a life span." It is assumed this trend will continue as an increasing number of Americans anticipate job or career changes, states mandate continuing professional education, and lifetime learning is viewed as a basic social right as well as an economic necessity.[3]

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[1] K. Patricia Cross, Accent on Learning, (San Francisco: Jossey-Bass, 1976).

[2] A general standard on what business must do to protect workers from cancer-causing substances is anticipated to cost $50 billion (U.S. News and World Report,) December 11, 1978, p. 20).

[3] (a) Cyril O. Houle, Accreditation, Council on Postsecondary Accreditation, Vol. 3, Summer 1978, p. 3.
(b) Solomon Arbeiter, 40 Million Americans in Career Transition (New York: Future Directions for a Learning Society, 1978).
(c) "States Sending Professionals Back to the Classroom," The New York Times, September 11, 1977, p. 3.
(d) Ralph Yarborough, "Lifetime Education: A Basic Right," Adult Leadership, 19, December 1970, pp. 187-188.
(e) Marie-Louise Ranzou, "Identifying the Consumer of Continuing Education."
(f) "The frontiers of scientific knowledge are expanding with great rapidity. New theories are replaced with newer theories, which in turn evolve into the latest discoveries. Speculation in fact, science fiction, and science are all pieces blending into the enormous puzzle of the universe.

As a result, programming the sciences in continuing education presents a unique challenge. Because of the rapid, ongoing change, the imperative task of the program planning specialist is to sense trends early and to anticipate new developments." (Robert Barrett, "Programming the Sciences in Continuing Education," The Forum for Continuing Education, January, 1978, p. 5)

4. The United States is a credentializing society. A 1977 study reported that 17 states required continuing education for reregistration of licenses for doctors, 8 for dentists, and 11 for nurses. Twenty-three states mandate continuing education for CPA's, 11 for real estate personnel, and 6 for social workers. The move toward relicensing and recertifying practitioners is primarily a result of the consumer movement of the last decade and is expected to continue in the next decade.[4]
5. It is assumed that "No question will dominate the work place in the 1980s more than how to revamp incentives to match the new motivations of workers. Today, millions who do hold paid jobs find the present incentive system so unappealing that they are no longer motivated to work hard. As a consequence, not only do they withdraw emotional involvement from the job, they also insist upon steady increases in pay and fringe benefits to compensate for the job's lack of appeal."[5]
6. Family life, work, and leisure compete for people's time and allegiance. During recent years, studies indicate that work and family have grown less important and leisure more important. It is assumed this trend will continue and is not unrelated to computer-programmed automation in manufacturing industries.[6]
7. It is assumed a shift in values will occur that will increasingly emphasize humanism and personalism and extend the impetus for equal opportunity for all persons, regardless of race, sex, religion, or economic status.
8. It is assumed that this nation will have no major military, political, economic, public health disruptions, or other calamities during the next decade.
9. Students will tend to demand greater institutional flexibility in meeting their individual needs. This will include a more general approach to transfer of credit among accredited institutions and a broader range of independent study course offerings.

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[4] Ibid, (c).

[5] Daniel Yankelovich, "The New Psychological Contract at Work," Psychology Today, May 1978, pp. 46-50.

[6] Ibid.

10. It is assumed that VCSC will continue to meet the educational needs of traditional students and increase, dramatically its responsibilities for providing lifelong education opportunites.
11. The retirement age will tend to increase causing an even older population requiring continuing education.
12. It is assumed that "full employment" will continue as a high priority national and state goal.[7]
13. Protection of environment will continue to remain a high priority.
14. The United States is likely to retain an unchallengeable competitive advantage only in products and techniques that are at the very forefront of technological development or that require an integrated market for their creation.
15. It is assumed that the gap between U.S. energy production and use will continue to widen, necessitating a greater dependence on imports, conservation of selected energy sources, and development of alternative sources of energy.[8]
16. It is assumed that transportation systems will change and that specific changes will have implications for VCSC programs.
17. It is assumed that the economic stability of the area will be enhanced through the attraction of a number of small businesses over the next several years.

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7. Unemployment rate has been slowly declining (national level)

1975	9.1
1976	7.8
1977	6.5

North Dakota's unemployment rates have been consistently lower than national averages, and unemployment in Valley City's immediate service region should not be a major problem in the 1980s.

For every percentage point increase in unemployment for men ages 35 to 44, the jobless rate for teen-age males jumps 4.5 percentage points; among black youths, the rate soars 6.3 percentage points (U.S. News and World Report, December 11, 1978, p.19).

8. U.S. News and World Report, October 23, 1978, pp. 27-30. H.R. 5037 authorizes $900 million over a three year period for energy audits and weatherization projects in schools, colleges, and hospitals. (Higher Education and National Affairs, October 13, 1978, p.1).

18. It is assumed that the U.S. will continue to make progress toward metrication and that education institutions will play a major role in this change.[9]
19. It is assumed that equal employment opportunity will be a dominant theme of federal and state legislation in the years ahead.[10]
20. It is assumed that communications will be intensified in the years ahead as a result of (1) need for consumer information about the higher education market place and the unique mission and role of each institution, and (2) the force of reporting the extent to which returns are achieved for resources invested in the higher education enterprise.
21. It is assumed that VCSC will serve as a dynamic agent for changing some of the societal issues such as employment, education, energy, lifelong education, quality of work life, labor-management, women, older people, and obsolescence.
22. The United States is the world leader in international education. It is assumed that changes in international education will occur due to increasing costs of American education, expanding manpower training programs by multinational corporations, and needs of developing nations in agriculture, engineering, health care, and management.[11]

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[9] "The Education Amendments of 1974 (Public Law 93-380) state that 'it is the policy of the United States to encourage educational agencies and institutions to prepare students to use the metric system.' To assist educational institutions in doing so, Congress authorized funding in the amount of $10 million per year for every year prior to July, 1978." Education incurred further responsibility for metric training when, on December 23, 1975, President Gerald Ford signed Public Law 94-168, the Metric Conversion Act of 1975. This act established the U.S. Metric Board, part of the responsibilities of which are to 'assure the metric measurement is included in the curriculum of the nation's educational institutions' and 'assure that teachers and other appropriate personnel are properly trained to teach the metric system.'" (David L. Goetsch, "Meter Liter Gram Celcius," Community and Junior College Journal, October 1978, p. 24).

[10] "A total of 50.1 percent of American women 16 years and older were working or looking for work in the second quarter of 1978, the Bureau of Labor Statistics reported. The agency said this was the first time the labor force participation rate of women had reached this level." (Higher Education and National Affairs, October 13, 1978, p. 6.)

[11] "Over the last six years university enrollment of foreign students have increased a total of 33 percent. These figures are dwarfed, however, by increases in foreign student enrollments in several other countries. During the same period, foreign student enrollments in France, Great Britian, and the Federal Republic of Germany have increased by 182, 115, and 77 percent respectively."

"Human rights are not superimposed on unjust societies, but are planted and nurtured in the minds of citizens." (Wallace B. Edgerton, "How Bright is the Future for International Education," IIE Reports, September, 1978)

23. As society places increased demands upon the individual there will be a concomitant increase of drug and alcohol abuse. Persons engaged in the human services professions who in the past have dealt with a somewhat one dimensional problem may begin to face clients with multidimensional problems related to chemical dependence.[12]
24. It is assumed that crime and violence will continue to increase. This is attributable, in part, to the rapid rate of change of technology and dislocations which result from such change.

Assumptions about external agencies.

1. It is assumed that the Executive Board of state government will require cost control studies of state supported higher education. Cost efficiency and cost control will become a significant funding issue as enrollments decline in the mid-1980s.[13]
2. It is assumed that the State Board of Higher Education will become a stronger coordinating agency for post-secondary education during the 1980s.
3. It is assumed that a uniform data and information collection system will be developed for state-supported, post-secondary education in North Dakota in the 1980s.
4. It is assumed that VCSC will continue to be responsive to the curriculum standards required for teacher certification established by the State Department of Public Instruction.
5. It is assumed that VCSC will continue to retain its accreditation status with the North Central Association of Colleges and Schools and the National Council for the Accreditation of Teachers Education.

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[12] Causes often mentioned for the increase in crime and violence are "the rising proportion of youths in America's population, a wide-spread bitterness and hostility among those who have not shared in the nation's prosperity, the rootlessness of many in this country of mobile people, loosening moral standards, a weakening of the influence of orthodox religions and permissive attitudes of many parents and authorities toward aberrant conduct." (U.S. News and World Report, December 11, 1978, p.22).

[13] College: The Coming Crisis, April 1978.

6. It is assumed that VCSC will seek and gain accreditation from such professional accrediting associations as new curricula requirements mandate.[14]
7. It is assumed that VCSC will continue to place emphasis on membership within appropriate professional associations, i.e., the American Association of State Colleges and Universities, the Council on Higher Education, etc.
8. It is assumed that VCSC will monitor and participate in the development of state-wide planning efforts by the North Dakota State Board of Higher Education or other appropriate agencies.
9. It is assumed that VCSC will continue to assist selected businesses and industries in the development of effective employee training programs such as those currently operating at Melroe Corporation in Gwinner, North Dakota, and Western Gear Corporation in Jamestown, North Dakota. It is also assumed that VCSC will approach the majority of businesses and industries in its service area with developmental assistance in the area of employee enrichment and training.
10. It is assumed that the planning process for Continuing Education/Outreach Programs will involve input from many sources within the College's service area. The process will include the present recipients as well as possible new recipients of VCSC's services.
11. It is assumed that Valley City State College will continue to take a leadership role in the task of bringing many community groups, organizatons, and agencies into a working relationship and develop functional goals with such agencies as the Valley City Area Chamber of Commerce and the Valley City Development Corporation to attract new industry to the area and promote good labor/management relations.[15]

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[14] Accreditation is a mechanism for evaluating and improving the quality of post-secondary education programs and institutions. The United States is unique in that over the past 80 years a "system" has evolved of voluntary, non-governmental accreditation of various programmatic and institutional review bodies. It is assumed this "system" will continue even though the process of accreditation will change, possible in the direction of more specific performance measures.

[15] Stephen R. Graubard, "University Cities in the Year 2000," Daedalus, 1967, pp. 817-822.

12. It is assumed that Valley City State College will continue to emphasize the development of more effective outreach programs and the promotion of more efficient coordination and cooperation with other institutions of higher and post-secondary education in North Dakota.[16]

Assumptions about institutional leadership and management.

1. It is assumed that the North Dakota State Board of Higher Education will continue to consist of seven persons appointed from a list of finalists recommended by the North Dakota Education Association, the Department of Public Instruction, and the North Dakota Supreme Court by the governor.
2. It is assumed that the administrative structure of a president and three deans will continue over the next decade even though selected responsibilities could shift and/or personnel change.
3. It is assumed that a team leadership participatory mode of management under a President will prevail in the decade ahead.
4. It is assumed that a Comprehensive Planning Management and Evaluation system will continue to be essential for institutional vitality in the next decade.
5. It is assumed that VCSC leadership will continue to monitor the plans of agencies at the state and national level which have a direct impact upon the College and its mission.
6. It is assumed that VCSC will adopt the policies, procedures, and programs congruent with its philosophy and mission as provided by its governance body, the North Dakota State Board of Higher Education.

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[16] "Poor vs. Rich: A New Global Conflict." Time, December 22, 1975, pp. 34-42.

Assumptions about Valley City State College programs (existing and potential).

1. It is assumed that as higher education shifts from the 20th Century goal of "education for all" to the 21st Century goal of "education for each," the need for remedial, development, and special skills programs will intensify.[17]
2. It is assumed that "general and program specific citizen advisory committees will play greater roles in developing tomorrow's" curricula, as educators and citizens alike see increasing benefits in such teamwork.[18]
3. It is assumed that the resources and energies of VCSC will increasingly be devoted to part-time students with more opportunities provided for a step-in, step-out educational mode between the world of work and the world of education and training.
4. With the emergence of the post-industrial society, characterized by a high services economy rather than an industrial production economy, less than 20% of employed persons may be involved in the direct production of goods by 1985.[19]
5. VCSC will increase its commitment to provide continuing education services to meet local needs through the continued emphasis of on-campus instruction and the continued implementation of off-campus instruction to meet needs of area employers and citizens.
6. Alternative education forms will mean very significant fundamental competition to traditional higher education. VCSC will encourage the development of greater curriculum flexibility in meeting the changing enrollment patterns. This includes granting credit for experiential learning, independent study, self-paced instruction, cooperative education, and internships.

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[17] K. Patricia Cross, Accent on Learning (San Francisco: Jossey-Bass, 1976) p. 31.

[18] W. Robert Sullins, "Advisory Committee's Role in Developing Tomorrow's Technicians," American Technical Education Association, Inc. Journal 5 (May-June 1978) p. 10.

[19] Daniel Bell, The Coming of Post-Industrial Society (Basic Books: New York, 1973), pp. 192-193, 211, 275.

7. Computers will continue to affect our daily lives more and more causing an increasingly computer-oriented society. This dependency will create a need for more orientation-type courses. All technologies will eventually require some exposure to Data Processing. The need for "Computer Assisted Instruction" will grow for nearly every curricula.
8. VCSC will continue to monitor the needs of its service area in an effort to satisfy manpower needs in a variety of program formats.
9. The technological society of the last two decades of the 20th Century will probably demand more college emphasis on social and communication skills if baccalaureate graduates are to be, rather than technocrats, educated persons working with technology to help other human beings. Because the future will see more women and men entering non-traditional technologies, social and communication skills will become increasingly important.
10. It is assumed that individualized instruction will become more important in the next two decades and that an increased emphasis upon the interrelated nature of knowledge will encourage the development of interdisciplinary curricula.
11. It is assumed that certification of competence for knowledge and skills acquired through experiential learning will increase in importance in the next two decades.
12. It is assumed that there will be an increased interest on the part of the learner in skills, techniques and methods, with a concurrent decrease in interest in process understanding. Learners will be much more concerned with "whats" and "hows," and see "whys" as somewhat less important.
13. It is assumed that older learners will continue to seek more knowledge in living (as differentiated from working) processes. Hence, there will be a need for expanded offerings in life-coping skills.
14. A curriculum consists of three formats: (1) content; (2) structure; and (3) evaluation. With the rapid rate of change in a post-industrial society, it is unlikely that professional educators will be able to remain current in (1) the content of their discipline(s) (2) the process of teaching diverse client populations, and (3) evaluating learning outcomes. Therefore, it is assumed that faculty development and

instructional development including in-service opportunities for faculty will be increasingly important in the 1980s and 1990s.

Assumptions about potential clientele and enrollment.

1. It is assumed that VCSC's enrollment, including retention of students, is a function of (1) structuring quality education at a competitive price, and (2) marketing higher education.
2. It is assumed that the current increase in part-time students will continue in both day and evening programs.
3. It is assumed that the student body at Valley City State College will not become national or international in character except through possible cooperative agreements with selected foreign countries.
4. It is assumed that the average age of the student body will continue a trend of increasing age levels.
5. The traditional high school graduate population in VCSC's immediate recruitment will decrease sharply through 1987.
6. VCSC will continue to attract a greater percentage of post-secondary bound students from its immediate service region. Increased inflation will probably encourage more students to seek post-secondary educational opportunities closer to home.
7. It is assumed that with an increase in part-time students in the 1980s, there will be an increased need for specialized programs and support staff (i.e., advising) to assist the part-time student.
8. If national trends hold true for VCSC's region, fewer students will progress in an uninterrupted, continuous manner towards baccalaureate degrees.
9. Based upon current enrollment trends, it is assumed that VCSC will have to monitor programs and services in relationship to the balance between full-time and part-time students in day and evening programs.
10. If current enrollment trends hold true and part-time student enrollment increases, VCSC will have to consider weekend programs in addition to the current evening programs.

Assumptions about student services.

1. It is assumed with the increase in non-traditional students, people passing through mid-life transition and/or seeking a career change, the need for career life-planning and counseling services will also increase and that the existing counseling programs and services will continue to be offered and expanded and improved as necessary.[20]
2. VCSC will increase marketing efforts in the non-traditional student area.
3. It is assumed that the majority of students at VCSC will continue to come from counties adjoining the College and regions of southeast and south central North Dakota. However, the traditional high school population will continue to drop; and, as a result, the College will (1) continue in its public service and paid advertising to attract students of different ages, interests, sexes and backgrounds, (2) recruit more in community groups, business organizations, church groups, etc., and (3) continue an active high school recruitment program in North Dakota, Minnesota, and Montana. It is also assumed that students will demand greater individual attention prior to and after admission to the College because of the increase of part-time and older students.
4. It is assumed that society will continue to support the philosophy that student financial aid is an entitlement and necessary in a free democracy.

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[20] As the complexity of the higher education marketplace has shifted from a monolithic model to a free market system comprised of diverse models, consumers have mandated more detailed and accurate market information and an "unbundling" of services accompanied by "unit pricing" for services they need. It is unlikely that clients passing through mid-life transition will subsidize the sock hop. "Educational brokering" services in career/life planning and mid-career counseling accompanied by consumer information, however, will place new demands on institutions to relocate resources.

5. It is assumed that (1) the placement of graduates will remain a priority item in student services and that this placement will continue to emphasize direct placement efforts on a state and region-wide basis, (2) there will be an increase in the number of people seeking job placement assistance. (This will largely be due to the increase in the number of non-traditional students, alumni, and traditional students from the newer non-teaching programs all of which will require new and different approaches to prospective employers), (3) as jobs become more competitve there will be more emphasis on the techniques of the job search for students, and (4) a large majority of students will continue to seek employment immediately after graduation.
6. It is assumed that the physical activity centers (the Bubble and Graichen Gymnasium) will continue to provide the necessary balance between cognitive and physical experiences to enhance the development of the total individual.
7. With higher education shifts in emphasis to self-learning, open admissions, life-long learning, and "education for each," developmental education will become an increasingly important area so this emphasis may be realized.

Assumptions about staffing and professional development.

1. Staffing (faculty, classified staff, administrators, unclassified staff) is a function of the mission, role, programs, and services required of the College by the North Dakota State Board of Higher Education as well as its clients and potential clients. It is assumed that as these variables change, the critical mass and configuration of personnel will change accordingly.
2. It is assumed that the College will continue efforts to enhance staff development activities for faculty both full-time and part-time.
3. It is assumed that a legitimate and active institutional commitment to the concept of human resource development will continue to result in the supportive climate necessary for generating growth among faculty, staff, and administrators.

4. A decline in enrollment patterns in the 1980s could result in a more static collegiate staff. Without regular turnover the challenges to provide new approaches to staff and faculty development will be increased.

Assumptions about equipment.

1. Faculty, student, and administration demands placed on data processing equipment will force continued evaluations of hardware configuration and internal technological advancement. It is assumed that the College will continue to enhance data processing hardware equipment in coordination with the central computing network operated by the North Dakota State Board of Higher Education.
2. In the 1980s the accelerating rate of technological change, the closer relation between the "world of education" and the "world of work " will make it more difficult to maintain equipment replacement cycles.
3. The College may benefit from a greater reliance on area business and industry for the use of equipment both on and off campus.
4. Expenditures for new equipment purchases based on "basic concepts," rather than present "state of the art" applications. This does not imply an emphasis of theory over practice, but a reflection of probable budget reality in the 1980s.
5. Computer components (not peripherals) will decrease in size causing an increase in internal speeds and a reduction in per unit costs.
6. It is assumed that the consolidation of student record files and the computerization of student record files will necessitate additional hardware for data processing.

Assumptions about physical plant.

1. In an effort to be responsive to the geographical needs of students and in recognition of the increased cost of class attendance for off-campus students, VCSC will be challenged to develop off-campus, totally dedicated space to service emerging populations and programs in an expanding service region.

2. It is assumed that an emphasis on energy conservation will continue indefinitely.
3. It is assumed that there will be a moratorium in the 1980s on state appropriations for capital funding of new buildings.
4. It is assumed that there will continue to be available state funding for remodeling and renovations of the existing physical plant.

Assumptions about fiscal resources.

1. Although state support and institutional collections will continue to be the major sources of funds, additional funds, primarily through effective grantsmanship, will be explored to maintain the quality which supports the institutional image and status.[21]
2. The basis of funding may become a more intensive program review process and a disaggregate cost analysis of individual programs and "unbundled" services.

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[21] "Twenty years ago, in 1958, the federal government spent over $300 million on education programs. By 1968 that figure had grown 20-fold to more than $6 billion. In the ten years between 1968 and 1978, spending more than doubled again. Today spending is nearly $13 billion — there are more than 40 federal dollars today where there was but one 20 years ago. Those are figures most Americans applaud; they represent programs we believe in. But other things come with those valuable federal dollars: the threat of dependence, red tape, burdensome requirements and unintended side effects."

-Former HEW Secretary Joseph A. Califano, Jr., in a speech at the annual convention of the American Federation of Teachers, Higher Education and National Affairs, August 25, 1978.

See also Sidney Hood, Paul Jurtz, and Miro Todorovich, The University and the State: What Role for Government in Higher Education, (Buffalo: Prometheus Books, 1978).

3. It is assumed that prices paid by the College for goods and services will continue to inflate at a rate reflecting the national inflation trend.[22]
4. It is assumed that the cost of living index will probably continue to inflate at a rate of at least 7 percent or more per year.
5. Non-salary expenditures reflecting index of costs for institutional purchase of goods and services will increase at a rate reflecting national inflation trends.
6. It is assumed that the gap between public and private tuition will continue to increase.
7. It is assumed that state law will require that the College continue to operate with a balanced budget.
8. It is assumed that compensation for part-time faculty will need to increase.
9. It is possible that compensation for full-time faculty carrying overloads may shift from a uniform rate to some other base.

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[22] Slowing rate of price inflation could result only from consistent federal action to reduce the rate of monetary expansion to levels closer to the true expansion of productivity and of demand induced by population increase. Such governmental policy is highly unlikely largely due to political pressure from segments of the society which traditionally presume to benefit from the wage/price spiral, from government programs directly, or from federal deficit spending generally.

However, inflation over 8% has also proved politically unacceptable, and federal politicians can be expected to avoid actions that would send the rate over this mark. The rate of price inflation can be expected to range between 6 and 9% over the next four years. If present forces continue and present hedging practices persist, the average rate over the next ten to twelve years will gradually edge higher.

It is likely that a straight line projection of the expected average mid-range inflation rate will prove as accurate as any other projection.

10. It is possible that a greater proportion of federal and state aid may be given directly to the student through grants, loans, and scholarships. In addition, selected programs with in-balances between supply and demand will probably continue to receive a high level of federal support.[23]
11. It is assumed that service organizations such as education, health care institutions, and municipal services will be increasingly aware and involved in the development of cost accounting systems.[24]
12. It is assumed that student fees and tuition will increase in the 1980s.
13. It is assumed that area employers will tend to promote to a greater extent tuition-reimbursement programs for their employees.
14. It is assumed that as consumer debt continues to rise, higher education will be more difficult to finance through an exclusive reliance on personal resources.

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[23] (a) MIDDLE -INCOME STUDENT AID (S 2539, HR 10854). Both bills provided Basic Educational Opportunities Grants for students whose familes earn up to $25,000 a year. The bills would also provide guaranteed loans subsidized interest payments for all students, whatever their family income.

(b) NURSING EDUCATION (HR 12303, S 2416). House bill authorized $214 million in fiscal 1979 and $209-million in fiscal 1980 for institutional and student aid for nurse-training programs. Senate bill would authorize $206 million for both fiscal year.

(c) TUITION TAX CREDIT (HR 3946). House bill, HR 12050, would have provided income tax credits of 25 percent of college or vocational school tuition, up to a maximum of $250 in 1980. Senate Bill, HR 3946, which combined S 311 and S 2142, would have provided credits of up to $500 for tuition-paid to institutions of elementary, secondary, or higher education.

(d) "The proportion of higher education dollars provided by the U.S. Office of Education for institutional support has progressively decreased since 1966 in favor of increased spending for student financial aid. Rep. Paul Simor (D.--Ill.) a member of the Sub-Committee on Post Secondary Education observed at the 12th annual American Association of Community and Junior College Federal Affairs workshop in Washington, D.C. In the fiscal year 1979, Simon noted: USOE is spending $4.7 billion of 93% of the higher education dollar for student assistance and only $394 million or 7% for institutional aid. In just five years, Simon continues, Federal spending for the Basic Educational Opportunity Grants (BEOGs) has increased by 104%. Simon concluded by predicting a slight shift back to institutional aid during the 1980s, assisting colleges in maintaining programs that have been cut back because of declining enrollments and increased costs." (Federal Research Report, December 25, 1978, p. 321.)

[24] John Dearden, "Cost Accounting Comes to Service Industries," Harvard Business Review, 56, (September-October 1978), pp. 132-140.

15. It is assumed that the state of North Dakota will experience more wants chasing fewer available dollars in the 1980s and that this will cause the College to continue a program of cost containment. It is also assumed that the state will continue to fund VCSC at its current minimum of staff level should the faculty/student ratio not drop below the lowest point in the 1970s. The College may have to examine reductions in non-credit expenditures and non-instructional expenditures.
16. It is assumed that corporate self-interest will guide corporate support of education which supports the competitive enterprise system.[25]

In the establishment of the above assumptions the planners made ample use of the matrix in Table II. Wherever possible and appropriate the planners consulted with the trend analyses in the trend area position papers and the values analyses in the values area position papers. Approximately nine months of effort was dedicated to arriving at the list of planning assumptions. The planning assumptions, therefore, reflect an analysis of a massive amount of data including literature and expert judgments appropriate to each trend and value area. The importance of using available research and supportive data in the firm establishment of planning assumptions cannot be overemphasized.

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[25] "...in recent years, many people have lost confidence in the private sector's ability to solve national problems. Ironically, people are turning instead to government, which are severely hobbled to what W. Allen Wallis, Chancellor of the University of Rochester, has described as 'a powerful movement away from limited government and individual freedom, and toward persuasive government and collective control of all activities.'" (Robert H. Malott, "Corporate Support of Education: Some Strings Attached," Harvard Business Review, 56, July-August 1978, pp. 133-138.)

"American corporations give a record $610 million in 1977 to support education, according to estimates based on the annual survey of corporate giving conducted jointly by the Council for Financial Aid to Education and the Conference Board. The gain represented an increase of $60 million or 10.9 percent over 1976, the two organizations reported. Taken together with a 22.2 percent increase in 1976, the 1977 total represented a two-year gain of 35.6 percent." (Higher Education and National Affairs, December 8, 1978, p. 5.)

CHAPTER TWO

The Planning Process: Goals and Objectives

STAGE 5 - The Formulation of Institutional Objectives

The transition from the planning assumptions and the data base established in Stages 1 to 4 of the Planning Model to the establishment or formulation of institutional objectives is accomplished in Stages 5 and 6 of the Futures Creating Paradigm. Stages 5 and 6 also involved the planners in a thorough analysis of the existing institutional mission statement or statement of purpose of the College. In order to develop a comprehensive list of objectives from the data base and to avoid constraining the prospective list of objectives, the planning committee selected a course of action which was designed to provide the broadest possible spectrum of alternative objectives in the selection process. At the initial stage the selection of objectives was conducted without reference to the institutional mission statement so that planners would not be constrained by the existing and current institutional mission and goals. The planners also avoided the complicated process of setting priorities in the initial listing of objectives. In short, the planners were divided into subcommittees by the major sectors of the College in the cross-influence matrix and charged with the responsibility of distilling objectives from the assumptions and data included in the cross-influence matrix (see Table II). No attention was paid to avoiding duplication at this initial stage. The goal was to achieve a pluralistic list of recommendations so that policy planning and the establishment of firm institutional goals could be derived from the broadest possible spectrum of alternative objectives.

Ten subcommittees examined the data contained in the trends matrix and position papers and the values matrix and position papers and generated specific institutional objectives for each sector of the College. The resulting list of objectives is contained in Appendices E and F. The 114 specific objectives contained in Appendices E and F constitute both a summary reaction to the data base contained in the planning matrix as well as an initial action statement in the creation of policy appropriate to the 1980s.

It was obvious to the planners that the establishment of initial institutional objectives constituted a major step in establishing policy parameters for the 1980s. It was also obvious to the planners that institutional objectives must be directly related to the institutional purpose or mission of the College in order to effectively serve as catalysts for change. This unique relationship between the overall purpose of the College and planning objectives, which must embody the purpose of the institution, encouraged the planning committee to conduct an analysis of the institutional mission statement, extract from the mission statement specific institutional goals, and relate these institutional goals to the planning objectives contained in Appendices E and F.

In the second part of Stage 5 of the planning model, subcommittees examined each of the 114 initial planning objectives and related each objective to the institutional mission statement, the trends matrix, and the values matrix, as well as provided specific indicators of achievement for each of the initial 114 planning objectives. The object of this exercise was two-fold. First, general institutional goals were drawn from the institutional mission statement. Second, specific indicators of achievement were delineated for each of the 114 specific planning objectives. This process provided the planning committee with a clearer picture of the institutional mission statement and a deeper understanding of the challenges presented in the initial planning objectives. That is, it became apparent to each planner that the realization of the planning objectives would operationally accomplish the institutional mission and purpose only if each objective was carefully related to an institutional goal statement which reflected the content of the institutional mission. Twenty-five institutional goals were generated from the institutional mission statement, and they are presented in Appendix G.

The initial effort of the planning committee to examine in depth the 147 specific planning objectives, which emerged directly from the matrix, is presented in Appendix H. Subcommittees of planners examined each of the 147 initial objectives with a view towards winnowing out duplications and with the purpose of applying indicators of achievement for each objective which survived the winnowing process. The resulting list of objectives in Appendix H is shorter than the objectives contained in Appendices E and F and places a heavy emphasis upon those objectives which evolved from the trend area analyses. Thus, the institutional objectives specified in Appendices E and F as well as those listed in Appendix H with indicators of achievement became a comprehensive list of potential objectives for inclusion in the process of finalizing goals and objectives for the 1980s.

STAGE 6 - Compatibility of Initial Planning Objectives

Prior to the production of a consolidated list of goals and objectives for each major sector of the college community for the 1980s, the comprehensive list of specific objectives was submitted to a compatibility test with the existing institutional mission statement and the goals derived from the mission statement. The objectives for each sector of the institution contained in Appendices E, F, and G were analyzed to determine whether each could be mixed with the institutional purpose and whether each was harmonious with the overall goals derived from the institutional mission statement. The object of this analysis was to pinpoint areas where conflict or disharmony might occur, not to reject automatically incompatible objectives. This process, outlined in Stage 6 of the planning model, required subcommittees of planners to conduct a search for elements of incompatibility among the objectives and emphasized an objective by objective comparison of each objective with institutional goals. The results of Stage 6 are presented in Appendix I, which includes a coded compatibility chart as well as an explanation and a summary of objectives found to be incompatible with institutional goals and those found to be compatible or neutral when placed in juxaposition with each institutional goal.

Institutional Goals for the 1980s.

The end product of the complicated procedures outlined in Stages 5 and 6 presented in Appendices E through I was a clear statement of the current institutional mission, a set of institutional goals derived from that mission, and goals for each sector of the College projected into the 1980s. What follows is a presentation of institutional goals gleaned from the mission statement and the planning process as well as goals for each sector of the College which both duplicate and supplement the institutional goals. This list provides for all members of the college community a clear statement of major institutional goals (listed sector by sector) which enhances the attainment of VCSC's mission and purpose. In addition, goals are projected for the 1980s which insure both the continued accomplishment of the College's mission as well as the realization of changes considered necessary and appropriate to respond to anticipated trends and value changes for the 1980s.

The institutional goals adopted by the planning committee and derived from the mission statement, which have been determined to be of continuing importance and relevance in the 1980s, follow:

1. To provide a four-year degree curriculum which offers specific courses in education and in appropriate discipline areas to prepare teachers and supervisory personnel for public and private schools in the science of education and the art of teaching and leads directly to an educator's professional certificate and Bachelor of Science Degree in Education.
2. To provide one, two, and four-year Certificate, Associate, and Bachelor level programs for students to prepare for careers in business, commerce, industry, technology, government, and education.
3. To provide equitable access to a state-supported, four-year college for individuals with diverse educational backgrounds, interests, and qualifications, and to accommodate the non-traditional students such as older adults in the southeast and south central regions of North Dakota so that each person is able to enroll in a post-secondary education program appropriate to individual needs, capabilities, and motivations.
4. To provide an atmosphere and programs in which students are encouraged to develop strength, endurance, and physical fitness as a means toward achieving a healthful life, and to develop skill, understanding, and appreciation of physical and recreational activities which result in life-long interests so that leisure may be a constructive force in the enrichment of life.

5. To provide a strong, comprehensive liberal arts curricula requisite to the development of excellence in collegiate academic programs at the baccalaureate, associate, and certificate levels.
6. To provide preparation for students who plan to transfer to professional or graduate schools.
7. To encourage and support research activities which focus upon scholarship and departmental research directly related to instruction and which focus upon applied developmental research which is compatible with the institutional mission of the College and is designed to respond to the specific regional needs of the geographic service area of the College.
8. To provide a general education program which will require all baccalaureate students to achieve proficiency in communication skills, a firm understanding of the beliefs, values,and heritage of western civilization and the United States, clarity of thought and an understanding of logic.
9. To provide service to the region of southeast and south central North Dakota.
10. To provide an atmosphere in which the baccalaureate student is encouraged to acquire a knowledge and appreciation of the fine arts.
11. To provide meaningful learning experiences in science and technology for all baccalaureate level students.
12. To provide all students with a basic understanding and insights into the contemporary issues of our society.
13. To attract and retain outstanding students at Valley City State College through a coordinated and sophisticated recruitment program and to maintain the high placement record for graduates.
14. To maintain the necessary physical plant in an exemplary and energy efficient manner.
15. To utilize basic institutional data, to evaluate existing programs, and provide for the continued effectiveness of academic majors, minors, associate, and one-year programs.
16. To provide an atmosphere in which faculty are encouraged to continue development in their disciplines and in areas appropriate for the fulfillment of individual departmental and divisional goals. To encourage the use of developmental leaves of absence, summer study, and released time situations for faculty development.

Curricula Goals for the 1980s

Curricula goals evolved through the planning process are anchored in the assumption that the essence of Valley City State College is the undergraduate educational program. While it has been considered appropriate to project goals peripheral to the central task of the institution, the planning committee has been careful to screen out goals which outweigh the central mission of the institution. It has been assumed that the tuition-based appropriation for the core undergraduate programs will continue to maintain the financial integrity of the institution. Thus, planning activities in the areas of curricula have emphasized studies of the content and style of the undergraduate program, including both curricular and extracurricular activities. It is the undergraduate curriculum which has in the past contributed most to the institution's integrity and role and, it is assumed, will continue to exert the continuing attraction of the institution to future generations.

In stressing the undergraduate core, several different concerns faced the planning committee. Curriculum was the first concern and it was viewed from the perspective of the strengths of the faculty and the traditions of the institution, which involve liberal arts and sciences and professional and vocational programs. The curriculum was also studied from the perspective of the needs of society and specifically the needs of North Dakotans in the 1980s. In preparing curriculum goals, the committee refrained from wandering into areas in which faculty competence is not likely to be present. The committee also avoided the creation of goals which were far afield from the basic institutional mission. In the preparation of curricula goals, long range institutional vitality remained the central consideration. It was not felt that academic quality would be served by listing a variety of currently popular, new fields of study which might temporarily attract new student enrollments but would involve the danger of loss of quality and a change in the institutional character. Thus, the general rule adopted for projecting curricula goals into the 1980s remained a careful adherence to actual and projected faculty competencies for program offerings.

Also clearly implied by a concentration on undergraduate education was the continued importance of the recruitment and retention of quality undergraduates. While it may be argued that long-term institutional health is best served by concentrating on traditional sources of student clientele, the committee encouraged the development of concepts for curriculum changes and new programs for new kinds of students where both the programs and the prospective students conformed to institutional strengths and could be developed within the parameters of existing and projected faculty competencies. While the committee encourages faculty and students to use whatever resources are available to stimulate innovation, an underlying note of caution throughout deliberations has been an effort to avoid a reliance upon curricular panaceas alone to meet the challenges of the 1980s.

The general curricula goals developed by the Long Range Planning Committee for the 1980s are not overly concerned with particular or formal curricular structures. A consensus of the committee felt that time and energy could be better spent on developing curricular goals which serve the College as a whole. What seemed more important to the committee than specific curricular structures was the establishment of goals which would enhance and enrich the total impact of the educational environment for the student. Thus, the goals selected suggest innovations and changes which should provide the student with a better educational environment in total. Less stress was placed upon establishing goals which would lead to dramatic new forms of curricula than to the encouragement of experimentation and innovation in existing programs.

The following curricula goals, which have evolved directly from the planning model, include items for study, further consideration, and possible implementation as they inform specific Departmental objectives through the 1980s. These curricula goals reflect the Long Range Planning Committee's judgments concerning future trends and values as well as a careful analysis against institutional mission and possible changes in the institutional mission. Possible changes, modifications, and new areas of emphasis in curricula for the 1980s are as follows (there is no priority listing):

1. The undergraduate curriculum should reflect an increased emphasis on multicultural studies and reflect the growth and acceptance of the concepts related to the reality of cultural pluralism in the United States. This goal should include, but not be limited to, the study of minorities and the development of human relations skills in the undergraduate curriculum.
2. The undergraduate curriculum in the 1980s should reflect a greater emphasis on the knowledge of the computer and computer technology.
3. The undergraduate curriculum in the 1980s should reflect a study of existing majors and minors and new areas of emphasis with a view toward creating, where appropriate, an increased emphasis on interdisciplinary techniques, approaches, and/or programs.
4. The undergraduate curriculum in the 1980s should reflect an increased emphasis on career preparation. Career preparation should continue to reflect a firm Liberal Arts base.
5. The undergraduate curriculum in the 1980s should reflect a trend toward lifelong learning, including the offering of courses to enhance the experience of life, the provision of credit for work experience, the preparation of students for occupational mobility, and take cognizance of the increased interest in intellectual and aesthetic growth.
6. The undergraduate curriculum in the 1980s should reflect a greater flexibility in order to respond to a rapidly changing job market. More emphasis should be placed on a broad preparation and the development of skills that are employable in more than one specific area of expertise.
7. The undergraduate curriculum, especially in the areas of Social Science, Business, and Humanities, should be refocused to include a new emphasis on Third World or less developed countries. Countries emphasizing international interdependence, relations, and shifts in political, legal, and economic power should receive special emphasis.
8. The undergraduate curriculum in the 1980s should expose the student to the ethical implications inherent in the establishment of goals and the importance of arriving at goals which best serve the interest of society. The theory of planning should be examined for inclusion in upper division courses and discipline areas such as Education, Business

Administration, Earth and Environmental Science, Social Science, etc. Baccalaureate level students should be exposed to the theory and importance of planning in a post-industrial society.

9. The undergraduate curriculum in the 1980s should place a greater emphasis upon the importance of leisure and leisure-time activities in the development of physical and emotional well being, self-fulfillment, and aesthetic and spiritual growth in the individual student. This goal should not replace a primary emphasis upon cognitive growth.
10. Adult Education in the 1980s should take on a comprehensive perspective towards integrating the instructional and public service missions of the institution. An attempt to design courses/programs for the specific needs of local and regional businesses, industries, and government should reflect the importance of relating curricular and instructional strengths to the problems and concerns of the general public in the College's service area.
11. The undergraduate curriculum in the 1980s should address specifically the related problems of scarce raw materials and the development of human resources.
12. The undergraduate curriculum in the 1980s should reflect the unique needs of older than average students and provide for a flexible entry program for older than average students. The College should continue to explore methodologies for awarding life experience credit where learning can be validated.
13. The undergraduate curriculum in the 1980s should begin to reflect a shift in emphasis from the traditional perspective of western civilization toward a wider perspective of world involvement for the United States. Students should be encouraged to become familiar with non-western cultures, especially those of the Pacific and Asian areas.

Faculty Goals for the 1980s

Enrollment projections for Valley City State College indicate that the 1980s will probably see a decline in enrollment in full-time students to approximately the lowest point of the 1970s. Since the basic staff supporting the undergraduate curriculum in the year 1980 is essentially the same level as that of the low point of the 1970s, it is not anticipated that the College will experience major cutbacks in the size of the faculty. Although instructional costs at Valley City State College in 1980 reflect the lowest cost per student ratio in the previous ten years, a steady increase in instructional costs in the 1980s will probably result as full-time enrollment declines and inflation continue to increase costs. Thus, the College must make plans to provide for the most efficient utilization of faculty resources possible in the 1980s.

Student/faculty ratios and the course/teaching loads may be considered for modification in the 1980s. In addition, opportunities for faculty to move to other institutions of higher education in the 1980s will become less available as other regions and systems of higher education experience similar enrollment declines. Although the phenomenon may be brief, it seems likely that the faculty at Valley City State College will become an aging one, and this should encourage the adminstration and faculty to emphasize faculty development and enrichment programs. In 1980, the average age of the corporate faculty at Valley City State College is approximately 34 years. It is likely that during the 1980s and extending into the 1990s the average age of faculty members at Valley City State College will increase at least to the mid-forties. With fewer new faculty joining the staff in the 1980s and 1990s, it is important that the College and the system of higher education consider the necessity of faculty enrichment and training programs.

It is the consensus of the Long Range Planning Committee that the encouragement of faculty growth and development should not be considered an institutional luxury but an essential part of the formal undergraduate educational program. The essence of undergraduate teaching is the interaction of young men and women with each other and with a teacher through words, numbers, and concepts. A faculty member, who has not had an opportunity to refresh his or her knowledge of his or her discipline or study a new discipline or new techniques, will naturally through the sheer attrition of a multitude of contacts with individual students over a number of years gradually lose effectiveness. It is a rare teacher who is able to remain excited about his or her discipline without regularly seeking professional enrichment. Since an excited and involved teacher is of more educational consequence than a curricular design, faculty development programs which encourage the refreshment of faculty resources are essential to the process of instruction.

The Long Range Planning Committee also proposes that faculty, when facing the changed situations and challenges of the 1980s, should be encouraged to study the undergraduate curriculum and the purposes and philosophy of education, and review possibilities of education reform. The committee realizes that such activities are difficult in a decade when the institution will be concentrating most of its energies on those matters most essential for survival, namely, student recruitment, retention, and new sources of students. However, even in the moments of extreme crisis in the early 1970s and in earlier times, faculty have felt it important to find room for serious discussion of educational goals and institutional destiny. For the sake of morale, it will be necessary for administrators and faculties to review periodically the mission they are embarked upon and the purpose of the undergraduate curriculum. Consultants, or visiting scholars, should also be used in the 1980s to stimulate conversation and thought, to expand the socialization of faculty and administration, and to encourage the development of new and interesting approaches to learning. As there is no one blue print for curricula changes in the 1980s or for institutional change, so there is no one unilateral approach to faculty goals for the 1980s. However, faculty development and enrichment will serve as a point of reference.

The following faculty goals, which have evolved directly from the planning model, include items for study, further consideration, and possible implementation as they inform specific departmental objectives in the area of faculty affairs through the 1980s. These faculty goals reflect the Long Range Planning Committee's judgments concerning future trends and values as well as a careful cross reference against the institutional mission and possible changes in the institutional mission. Possible changes, modifications, and areas of emphasis in curricula for the 1980s have also affected the listing of faculty goals. (There is no priority listing):

1. An effort should be made in the early 1980s to place on permanent basis a comprehensive faculty development and individualized growth planning program.
2. The early 1980s should witness an increase of faculty involvement in a comprehensive program for older than average students. Development opportunities for faculty in understanding the unique problems of the older than average student should be an important part of this program.
3. During the 1980s the College should continue to use adjunct or part-time faculty wherever specific expertise is applicable. However, part-time faculty and community resources should be limited to support roles, and under no circumstances should an entire academic program depend upon part-time teaching positions.
4. During the 1980s the system and the College should consistently search for consortium and other avenues of non-appropriated funding to further faculty development through developmental leaves.
5. The College should attempt to develop a more comprehensive reward system for faculty who devote time and talent to generate new courses and delivery methods, as well as provide innovative assistance in meeting institutional goals.
6. The system and the College should continue to emphasize in the 1980s the importance of planning in its faculty development program and attempt to provide a core of faculty trained in the underlying philosophy of planning and in the skills required to use sophisticated approaches to planning.
7. To continue to provide an atmosphere in which faculty are encouraged to continue development in their disciplines and in areas appropriate for the fulfillment of individual departmental and divisional goals.

8. To continue to provide an atmosphere in which faculty are encouraged to develop new and innovative methods of instruction in curriculum approaches.
9. To continue to provide a Search and Selection process for hiring of new or replacement faculty which insures student and faculty participation and the final recommendation of the best qualified candidate.
10. To continue to provide for the continued establishment of procedures for the evaluation and promotion of the faculty which are fair and equitable and provide for recognition of meritorious service.
11. To continue to provide for a strong Faculty Association which includes faculty involvement in governance issues directly related to curriculum, long range planning, student affairs, research and development, and public services.

Student Affairs Goals in the 1980s

Students, of course, constitute the most significant constituency served by the College. Students matriculate at Valley City State College for a variety of reasons, but the most significant purpose for a student in college is to acquire the knowledge, skills, and maturity to take a meaningful place in society. Both curricular and extracurricular activities at Valley City State College are designed to enhance a student's growth to mental, physical, and emotional maturity as well as to prepare a student for entry into a career. Students also attend Valley City State College for the purpose of gaining initial training and competencies for entry into advanced professional and graduate schools.

In facing the 1980s, the matter of student enrollment levels will remain as critical to Student Affairs as it will to other sectors of the college community. An important element in institutional survival is that the essential core of an on-campus undergraduate program must be maintained and that new types of programs for new student clienteles should not be allowed to dominate the institution's mission and financing. Accepting that principle, Valley City State College must address in the 1980s the question of how to maintain an enrollment sufficient to support an undergraduate curriculum. The planning committee recognized that a solid undergraduate enrollment from post-secondary age groups will continue to constitute the clientele from which the institution develops its central educational purpose as well as its economic base of appropriations. Therefore, Student Affairs goals which have evolved from the Long Range Planning process for the 1980s relate not only to the enhancement of student life on campus but also to the very significant question of student recruitment and the continued reduction in student attrition. The Student Affairs goals are (not in priority order):

1. To continue to attract outstanding high school graduates to Valley City State College through a coordinated and sophisticated recruitment program.
2. To continue to maintain a high placement record for graduates of the College.
3. To continue to develop through the office of the Director of Student Academic Affairs a comprehensive and sophisticated advisement program and program of career counseling.
4. To continue to provide through the office of the Director of Student Academic Affairs a basic skills program which will strengthen the academic and curricular structure.
5. To continue to provide students with a broad variety of financial aid and scholarship opportunities.
6. To prepare all sectors of the College to make necessary adjustments in dealing with a greater mixture of ages and life experiences in the student body. There will definitely be more students in the above 25 age group in the 1980s.
7. The College should make an effort to attract qualified students from foreign countries, especially in areas such as Economics, Business, and Teaçher Education.
8. The College should continue to provide students with opportunities to grow in non-academic ways and to participate in activities which will lead to a greater awareness of the responsibilities of adult life.
9. The College should continue to attract a high percentage of

high school graduates from the immediate region and expand efforts in surrounding states as well as in the central portion of North Dakota.

10. Students should be encouraged to continue to organize extracurricular activities which support the total learning environment for students as well as the growth of emotional, physical, and mental maturity.
11. Early in the student's college experience, VCSC should provide students with assistance in establishing firm career goals which relate to a curriculum designed to provide for career entry as well as the basic skills necessary to adjust to career changes later in life.

Athletic Goals for the 1980s

The athletic goals of a four-year college emphasizing an undergraduate curriculum and tradition cannot be separated from the health and physical education opportunities available for individual student growth. The Latin motto of "mens sana in sano corpore" best describes Valley City State College's commitment to athletics and the health and physical education of its student body. The College is committed to providing opportunities for all of its students to become directly involved in athletic competition of a varsity or intramural nature. The health, physical education, and athletic programs at Valley City State College are, therefore, designed to provide a healthful atmosphere in which students are encouaraged to develop strength, endurance, and physical fitness as a means towards achieving a healthful life-style. The program is also designed to provide an atmosphere in which students are encouraged in the development of skills, understandings, and appreciations in physical and recreational activities which result in lifelong interests so that leisure time may continue to be a constructive force in the enrichment of life.

There are four major facets of the current college program in Health, Physical Education, and Athletics. They are described as follows:

1. Health and Physical Education.

   a. Health Education. Through its basic course in Personal

Health (HPE 220) the Division seeks to develop in students those understandings, attitudes, and practices which contribute to better individual, family, and community health. The professional curriculum in health education has as its central concern the preparation of health teachers for schools.

b. Physical Education. Physical Education is that area of education which seeks to produce desirable changes in human beings through the medium of carefully selected and competently conducted physical activities. Physical Education contributes to the general education of all students through the required courses extending through six quarter hours of college study. The professional curriculum is designed specifically to prepare students for teaching, supervisory, and administrative responsibilities in physical education at the elementary and secondary levels. Since these responsibilities in general do not vary greatly for men and women, VCSC believes that the goals of the professional curriculum can best be realized in co-educational classes, where feasible, taught by the best qualified member of the staff, either man or woman.

2. Intramural Programs.

Intramural programs are an inherent part of physical education. They are, however, non-credit or co-curricular activities and function independently of curricular programs.

The intramural program at VCSC consists of eleven activities organized on a competitive or recreational basis and limited to men and women students and faculty members within the College. In the Curricular Program students develop skills, interests, appreciations, and understandings in various sports, while in the Intramural Program they are given an opportunity to further these skills and interests through voluntary participation in enjoyable leisure activities.

3. Intercollegiate Programs.

Intercollegiate programs are an inherent part of physical education, but for the purpose of adminstration they constitute a distinct unit of VCSC's program in Health and Physical Education. Intercollegiate athletics is that phase of physical education which provides opportunities for the highly skilled student-athlete to participate in competitive sports with students of like ability from other colleges and universities. The faculty of VCSC believe that the only valid justification for intercollegiate athletics is the contribution made to the goals of the Physical Education program. Therefore, the athletic program at VCSC seeks the same values listed above or the general program of physical education.

4. Drivers Education and Safety Education.

The professional curriculum is designed specifically to prepare students for teaching and administrative responsibilities of the Drivers Education program for secondary schools.

The athletic program at Valley City State College is designed, conducted, and administered for the love of the sport, for the general welfare of the player, for the enjoyment of the student body, and for specific training of the young men and women who attend VCSC and who expect to enter the coaching and teaching profession. The primary goal of athletics is the enhancement of values important to the development of mental and physical maturity in student athletes.

The following are principles subscribed to by the College in the adminstration of its athletic programs:

1. No special consideration will be afforded any student for athletic ability; neither shall there be any discrimination against an athlete.
2. Coaches shall meet all the requirements of any and all other faculty members; they shall abide by the same rules and regulations, and they shall enjoy the privileges of any and all other faculty members.

3. The program of athletics shall be as sensitive as possible to the needs of all students. Minor sports and the intramural program will be afforded a proper emphasis. The general principle which will govern priorities is that a program of athletics is judged on the number of students incorporated in the activities and the total benefit to the student body.
4. All players shall be afforded the utmost protection while engaged in competitive sports on the field and while traveling to and from athletic events. The general health and physical welfare of the student must be the first consideration.
5. Proper equipment, proper playing conditions, proper training, and personal medical attention shall be available at all times.
6. No member of the staff or faculty shall feel that his/her job depends on wins or losses, although the competitive spirit will be emphasized as a significant value to be learned. Nor shall any job depend on gate receipts, although VCSC will endeavor to present a contest worth the price of admission.
7. Strong, healthy bodies, alert minds, a high sense of sportsmanship, keen enjoyment, and a love of teaching should be the outcome of the athletic program at Valley City State College.

The Long Range Planning Committee concluded that the philosophy and goals discussed above should continue to inform the Athletic program as well as the Health and Physical Education programs in the 1980s. The following specific goals for the 1980s evolved from the Long Range Planning process: (not in priority order).

1. The College should continue to meet a demand for training in fitness and lifelong recreational activities.
2. The scheduling of athletic events should take into consideration the scarcity of energy and the increased cost of intercollegiate athletic participation. The athletic program should reflect an increased emphasis upon fitness as opposed to team sports. The emphasis upon intercollegiate athletics should be continued as a means of providing students with an introduction to the importance of competition and fair play in life in a democracy.

3. An emphasis in intercollegiate athletics to recruit students of minority backgrounds should be continued.
4. The physical education program should emphasize the preparation of students for inexpensive leisure activity, as well as concentrate on physical fitness, lifetime sports, and intramural activities.
5. Expensive team sports should be carefully studied and scrutinized as fewer traditional athletes become available for recruitment in the mid-1980s. Emphasis should be placed on sports that provide a background for leisure lifetime activities and recreational and physical education careers.
6. VCSC should continue to support an athletic program which has a firm philosophical base in the academic programs of Physical Education, Health and/or Recreation. The program should continue a development in the spirit of "mens sana in sano corpore."
7. The College should encourage the development of leisure time activity and enrichment courses for the adult community.
8. VCSC should support an intercollegiate sports program conducive to the academic program and one which emphasizes the value of competitive athletics, fitness, and lifetime recreational sports.
9. The athletic department should continue to provide equal opportunities for participation to both men and women. If it becomes necessary to scrutinize existing athletic programs because of cost, the equal opportunity provision of Title IX regulations must be considered paramount in any cost reduction program.

Research and Development Goals for the 1980s

The Long Range Planning Committee believes that basic research and development will not become an important part of Valley City State College's mission. Some basic research will be continued as a service to the College's constituency, such as water quality measures. Research and consulting businesses, government agencies, and individuals will continue to play a minor but important role in the College's attempt to serve the southeast and south central regions of North Dakota.

In North Dakota the increase in easily accessible new knowledge will encourage those individuals and organizations isolated from major intellectual centers to incorporate new knowledge, developments, and techniques into curricula and instruction. This will occur through a greater emphasis upon applied research and development which is now feasible because of the statewide computer system. As college personnel, including faculty, become more aware and knowledgable about the wide range of applications the computer has, it will be adopted as a tool for research and instruction as well as for administration. This is predicted on the assumption that a sufficient supply of equipment is available in easily accessible areas.

The research and development objectives reflect these realities and are (not in a priority listing):

1. The College should attempt to better use available basic research in the facilitation of lifelong learning in the development of curricula flexible enough to attract the mature adult student.
2. The development of an applied research effort in the area of environmental education should be undertaken and supported.
3. The College should develop a sufficient supply of computer software to enable both faculty and students to apply the results of basic research in an educational setting.
4. Applied institutional research should support the planning assumptions of the total institution as well as the goals and objectives of individual departments.

Public Service Goals for the 1980s

Public service entails a wide variety of activities. These activities include, but are not limited to, cultural events, the dissemination of information, social activities, programs for the non-traditional student, consulting, research, and, of course, formal education. Even though many of these activities take place presently, the demand will increase in the 1980s. Thus, it will become increasingly important to coordinate service activities.

As the knowledge explosion becomes more evident to the general public, there will be concomitant demand for this knowledge. The public will begin to recognize the necessity of preparing themselves to deal with the flood, coming to value knowledge more than ever. It is the responsibility of the College to disseminate this information through all practical means.

As the number of high school graduates declines so will the number of traditional students, thus enrollment at VCSC will decline. Or will it? If enough non-traditional students are attracted the decline could be less than expected with a remote but ever present possibility that there would be no decline at all. These non-traditional students require some non-traditional college programs. Some of these programs are already in place and may only need expansion and/or refinement, such as extension and outreach programs, and support groups such as the OTAs (Older Than Average students). More programs to reach these potential groups of students will become evident as their numbers increase.

Since Valley City is not located close to cultural centers such as New York or Minneapolis, the institution has a responsibility to support and encourage cultural activities in the service area. The institution can either bring the activities to Valley City or support trips to these centers. VCSC should continue to develop and make all aware of the rich and diverse culture available in the region.

The public service objectives are (not listed in priority order):

1. The faculty and administration and student body should continue efforts to develop Valley City State College as a cultural center for its service region.
2. Both faculty and administration should be encouraged to use the communication media including newspapers, television, and radio to reach the public in the College's service area with informed, academically sound, and useful data and information concerning current affairs, economics,and local and national areas of concern, i.e., inflation. The object is to individualize the contact between the average citizen and the expertise available within the academic community.

3. Without taking political positions, the College should provide data and facts concerning the important issues in environmental education.
4. VCSC should attempt to provide to the general public in its service area a knowledge and awareness of the background and importance of global issues to the locale.
5. VCSC should attempt to provide assistance to the service area and constituencies within the service area in planning necessary adjustments to a rapidly changing demography, and other subjects of a timely interest.
6. The current evening class schedule and schedule of programs in continuing education should expand to assist citizens with retraining and to help citizens cope with the anticipated knowledge explosion.
7. External programs, including television and newspaper courses, will become more important in the decade ahead. These programs should be encouraged and supported.
8. VCSC should increase its role as an information dissemination agency.
9. VCSC should attempt in the 1980s to establish itself as a community and regionally based educational institution which is willing to bring curricula to the public through outreach programs.

Internal Allocations Goals for the 1980s

Curriculum, faculty, equipment, facilities, public service, and many other areas within the institution will be vying for resources from the institution that will be in limited supply in the 1980s. Tighter budgetary considerations due to increasing costs, decreasing enrollments, and shifting demands will put pressures on internal resource allocation. As problems and issues in the world and the service area emerge and are identified, technological advances are made, new occupations and jobs develop, etc., student demands will change. This means some degrees and programs face an increasing demand and others a decreasing demand. These demands will dictate changes in all aspects of allocating internal resources.

It is the belief of the Long Range Planning Committee that the changes in internal allocation should occur with as little dislocation as possible. This is especially important in personnel realignments where morale and the College's public image could be adversely affected if the changes are viewed by the public and faculty as subjective, bending-with-the-wind decisions. These decisions must be made after careful study of objective data. It is not anticipated that the College will experience major cutbacks in the corporate faculty size since this faculty is approximately the same size as the low point in 1970. However, shifts in demands for programs at the College may indicate the realignment of faculty positions between divisions or departments.

The Long Range Planning Committee also expressed concern that as these changes occur appropriate adjustments in equipment and space allocations must also occur. Care must be taken not to allow equipment or facilities to deteriorate in academic areas of declining interest because these may be of increasing student interest at some point in the future. The Committee also realized that student services are important to a quality educational experience for the student. These services must not be sacrificed or considered expendable.

Internal allocations objectives derived are: (not in a priority listing):

1. The College should continue to be willing to realign faculty positions within departments and divisions to best meet the changing demands of the College's curriculum and student needs and interests.
2. The College should increase the effort for seeking outside sources of funding for new programs and release time for faculty to develop innovative approaches in education.
3. The College should formulate objectives to insure that expenditures in the area of equipment are adequate to the task of keeping abreast of the most recent developments in technology.
4. The College should examine new types of information delivery and retrieval systems in the college library.
5. Internal allocations at VCSC must continue to reflect the planning priorities and assumptions established by the faculty and administration with community and student advice.

Facilities Goals for the 1980s

The trends analyses indicate that inflation, energy, environment, declining enrollments, and state financing will continue to be issues in the 1980s. Inflation will push the cost of construction and energy higher over the next ten years. Thus, care must be taken to maintain a close watch on these costs so they will not impinge on other budgetary considerations. However, cost will not be allowed to be the only criteria in these decisions, because environmental considerations must be confronted intelligently. The institution must set an example for the service area in energy conservation and usage that is environmentally compatible with the surroundings. A decline in enrollment in full-time students to around the lowest point of the 1970s indicates that renovation and maintenance should take priority over new building programs. Building projects should be limited to those absolutely necessary to meet special educational needs of specific departments and divisions in the 1980s.

Technological advances will continue during the 1980s and will dictate equipment and educational changes. The institution must keep abreast of these changes and through study and planning make intelligent decisions on equipment and facility changes and maintenance. This, linked with information becoming more accessible, will dictate information systems that may well reach right into the classroom.

The issue of the handicapped will continue to be felt in higher education. This issue may well broaden to other constituencies that have not yet been defined as handicapped. The College shall continue to seek outside funding to assist in resolving this issue in addition to using institutional resources to the extent possible.

The facilities goals, therefore, are (not in a priority listing):

1. The College should continue improvements in energy efficiency and conservation for its buildings.
2. The College should continue to upgrade computer access equipment.
3. The College should undertake a program of increased emphasis on cost effectiveness in the operation and use of facilities.

4. The College should continue to attempt to provide equitable access to facilities for all students and constituencies.
5. Space allocation studies should be based upon the philosophy that plant improvements will emphasize the continuing necessity of supporting the changing needs of the instructional program.

External Resource Goals for the 1980s

External resources will gain emphasis as budgetary considerations at the state level become scrutinized and examined for excesses and inefficiency during the 1980s. This action by the state is necessary and appropriate as rising costs for all elements of society continue. The declining enrollments over the next ten years will tempt state legislators to trim expenditures for education in general and higher education in particular. Thus, the importance of individual contributions in various forms must be emphasized. This may take the form of time, effort, support (both spiritually and financially), and others. The participation of all in the service of the institution and those that have received service from the institution should realize that their contribution counts. Without these contributions the ability of the institution to attract well-qualified students may be hampered and private sources will become aware of this fact.

The external resources of supplies, energy, and talent for the operation of the institution may be interrupted but not prolonged. The assignment of priorities in times of shortage must be anticipated.

The external resources goals are (not in a priority listing):

1. The College should continue to seek out governmental, community, and alumni assistance wherever and whenever possible.
2. The College should designate a specific administrative office or officer to be responsible for seeking outside sources of financial assistance.
3. Planning should become an integral part of the preparation of applications for assistance from federal and private resources and budget presentations to state agencies.

Administration Goals for the 1980s

Administration will be more difficult in the 1980s compared to the past five years. During the past five years VCSC has experienced a growth in enrollment. Over the next decade the institution will see declining then stabilizing enrollment, if the predictions are correct. This may lead to a reduction in the rate of increase in state support to the institution if the legislators see fit. With increasing costs, allocation of resources will be of paramount importance.

External sources will also demand more administrative time, effort, and understanding. Changing governmental regulations, dictates, and financing are probably the most important external influences that administration must take into consideration. Accreditation boards also influence and make demands on administrative time. Another source is the environment in which the College operates. The changing demographic and geographic location of people in North Dakota, increasing environmental quality concerns, advances in computer and visual technology and many more unanticipated developments will make the administrative job more complex and somewhat less campus centered.

As the administration becomes somewhat less campus centered, it must maintain close contact with the day-to-day operations of the institution, in contact with students, feeling for the faculty perspective, and possibly delegate limited administrative responsibility to tenured full-time faculty. This would indicate the need for a delicate balance between detachment and involvement. The administration must undertake some non-traditional duties while focusing on the basic operations and needs of the institution.

The increased complexity of the job will place additional pressure on administrators. The increased availability of information and advances in technology will require administrators to develop or refine their skills. With the increase in information administrators will need to be able to weed out extraneous data, analyze, synthesize, and understand sometimes conflicting signals. A system to make the information readily accessible to administrators will need to be designed.

The administration will need to provide leadership as the College adapts to a greater number of non-traditional learners. These learners have unique needs and bring unique knowledge with them. Many have had one or more careers, and are supporting a family and attempting to gain more knowledge that will support their career choice. They are more mature and knowledgeable about the real world and have more demands on their time than the traditional student. Administrators will need to communicate effectively these needs to students, faculty, and the general public. New services, programs, and curricula will need to be developed to attract and retain this new breed of student. It is, therefore, necessary for the administration to be imaginative in planning, developing, and implementing these changes. However, care must be taken not to slight the traditional full-time student.

Planning and effective communication must be used by the administration. People are more fearful and resistant to change if it is forced upon them. This resistance can be decreased if those affected participate in planning for the change.

With this view of administration in the 1980s, the Long Range Planning Committee developed the following administrative objectives (not in a priority listing):

1. VCSC should make a concentrated effort to hire competent and qualified minority and women administrators.
2. The College should strive for increased efficiency in the use of resources and direct allocations where data indicates allocations should be directed.
3. The college administration should continue to direct the College toward a larger role in the total society of its service region. The College should serve as the source of information and guidance in a changing and more scientifically complex and technological world.
4. The College should encourage administrators to engage in instruction wherever such support is needed.
5. The College should modify and improve student services to provide for the unique needs of the older than average student.

6. The College should work towards a recognition of managerial proficiency by implementing a comprehensive Management by Objectives approach to administrative evaluation at all levels.
7. The increasing amount of available information and a changing environment which will impact the institution should encourage administrators to develop the skills necessary to analyze data and adapt to the new environment.
8. To continue to encourage flexibility with a minimum amount of internal disruption in the reallocation of positions as well as equipment and supply budgets must be important objectives for the college administration.
9. An administrative office should be assigned the responsibility to coordinate both educational and non-educational liaison with the civic and business community.
10. The college administration should continue to support and place a high priority upon student, community, and faculty participation in long range planning efforts and management decisions.
11. The college administration should continue to develop sophisticated avenues of communication with each college constituency as well as with the public.

Institutional Objectives by Academic or Administrative Unit

The establishment of goals for the 1980s for each sector of the college community left the planners with the challenge of translating goals into specific objectives. Individual groups of planners met with Division Chairs, Department Heads, and the heads of various administrative units to review the planning goals outlined in Stages 5 and 6. Each Division Chair, Department Head, and administrator was requested to react to the goals, review the goal statements with faculty and appropriate staff, and (with input from faculty and staff) prepare specific short range objectives as steps toward achieving goals for the 1980s. The objectives were to be specific enough to be measurable with the desired results enhancing the accomplishment of an institutional goal. In some instances, it was appropriate to list a series of objectives which would relate to attaining one or more of the goals outlined in Stages 5 and 6. The results of the efforts of faculty, students, Division Chairs, and administrators in establishing specific objectives for the 1980s follow. The objectives are listed under the heading of the six academic divisions and ten administrative offices or areas of general responsibility.

Division of Business and Business Adminstration

1980-85 Develop and offer twelve credit hour Marketing sequence.

Develop and offer courses in Consumer Behavior and Marketing Research.

Complete planning and preparation to offer Associate of Arts program in Real Estate Management.

Complete needs assessment study in Machine Shorthand. Prepare request to delete Associate of Arts program in Machine Shorthand.

Expand Taxation course offerings to include a two quarter sequence in Beginning Taxation and Advanced Taxation.

Plan and request approval for a course in the area of Preparation for the CPA.

Complete a comprehensive study of the possibilities for updating the Business curriculum to include areas of emphasis in the international nature of marketing, trade, and business opportunities abroad. A review of the nature of the Multinational corporation as well as the role of government in the international business communities.

Expand the Secretarial and Skills Curriculum to include a Word Processing course.

Determine the feasibility of adding a course entitled Business Communications.

Complete study to update Business courses in computer assisted instruction.

Determine the feasibility of adding courses in Business Statistics, The Computer in Business, and the addition of selected sections in *FORTRAN, COBAL,* and *BASIC.*

Complete a feasibility study and needs analysis for the addition of an Accounting major in the Division of Business with an emphasis upon preparation for the CPA.

1985-90 Expand model office instruction to three quarter course sequence.

Conduct a feasibility study and determine the need for an additional major in Office Administration.

Complete updating of skills curriculum to Certified Professional Secretary standards. Require secretarial graduates to pass the CPS examination.

Complete feasibility study and need analysis for a major in Marketing.

Complete the feasibility study and needs analysis for a major in Management.

Complete the feasibility study and needs analysis for the addition of an Associate of Arts program in Technical Secretarial Science and Educational Secretarial Science.

Complete a needs analysis for a possible major in Auditing and Real Estate Management.

Division of Communication Arts and Social Science

1980-85 Conduct an analysis of staffing needs in Geography and Political Science.

Initiate course in Multicultural Studies.

Conduct a needs assessment for a course sequence or a minor in Drug Use and Drug and Alcohol Abuse.

Review Earth and Environmental Science major with a view towards splitting into two majors, one in Earth Science and one in Environmental Science.

Conduct a needs assessment for curricula content in Human Resource Development. Explore the possibility of a major.

Conduct a needs assessment for curricula in Criminal Justice. Explore the possibility of an additional minor.

Conduct a needs assessment for a major in Speech and a minor in Journalism.

Conduct a needs assessment for a major in American Studies.

Expand curricula and general education program to include subject matter competencies in Third World History, Culture, and Economics, with an emphasis on the Pacific Rim area.

Review Communications program with a view towards traditional and broadcast journalism curricula.

1985-90 Conduct a needs assessment for a major in Criminal Justice and a major in Spanish.

Review and update Earth and Environmental Science program.

Complete integration of the theory and importance of planning in post-industrial society into appropriate Social Science courses.

Expand adult education courses, courses by TV, and correspondence courses in support of an expanded external studies program.

Division of Education and Psychology

1980-85 Conduct a feasibility study for a two-year Associate of Arts program in Day Care Center Supervision.

Conduct a feasibility study for including into the curriculum in Teacher Education a stronger emphasis on Early Childhood Education. Determine need for a major in Early Childhood Education.

Complete preparations for accrediatation visitation by the National Council for the Accreditation of Teacher Education.

Study the feasibility for a minor in Special Education leading to basic certification for the classroom teacher faced with the challenge of mainstreaming.

Explore the continued development of a graduate outreach program with the University of North Dakota. Determine the advisability of the creation of a permanent graduate outreach center for south central North Dakota at Valley City State College.

Conduct a needs assessment study of the Professional Sequence in Secondary Education with a view towards continuing to meet the certification requirements of surrounding state departments of education. The 1980s may bring a shift in emphasis from majors in subject matter areas for secondary education to a major in Secondary Education.

Implement cultural pluralism content into the appropriate courses in Psychology, Secondary Education, and Elementary Education.

Implement Computer Assisted Instruction where appropriate in courses in Psychology, Secondary Education, and Elementary Education.

Formalize and implement a process which insures the integration into the Teacher Education curriculum, the constructive criticisms of advisory councils of graduate teachers, administrators, and pre-service students.

1985-90 Conduct a needs assessment and feasibility study for a major in Psychology and the possibility of a fifth year or Master's program in Elementary Education.

Division of Fine Arts

1980-85 Continue and expand self-supported field trips for students to major metropolitan areas such as Minneapolis, Chicago, New York City, etc.

Review curriculum in Art and Music with a view toward including where appropriate the history, background, and current issues in Third World Art and Music.

Revise Associate of Arts degree in Graphic Arts to include a major emphasis upon Communications.

Develop community education courses in popular piano as well as workshops in new techniques in Music and Art.

Develop summer workshops in such topics as "Education Through Music," "Synthesizer Techniques," etc.

Develop curriculum requirements for membership in the National Association of Schools of Music (NASM). Complete preparations for offering applied lessons in string instruments.

Review photography program and conduct needs assessment study for photography minor.

Develop an outreach program to encourage the leisure time use of musical instruments, especially the piano and guitar.

Develop workshops in Electronic Music Composition and Jazz Choral Techniques.

Conduct a needs assessment for an Associate of Arts or minor program in the Recording Arts in an interdisciplinary relationship with the Division of Communication Arts and the Division of Math, Science and Technology.

Explore the possibility of implementing a training center for "Education Through Music" workshops.

Develop a training center for the National Piano Consortium.

Develop community education courses in Basic Vocal Techniques.

Conduct a needs assessment of staffing needs in the Department of Art and the Department of Technology and Industrial Education with a view towards sharing a position in support of the expanding Associate of Arts in Graphic Arts and Communication degree program.

Expand community education and adult offerings in sculpture, painting, ceramics, and crafts.

Develop an active visiting artist program.

1985-90 Examine the curriculum in Art to determine proper area of emphasis between Western Art (Renaissance and Modern Art) and Eastern and Third World Art.

Explore the possibility of a teacher exchange program in Art with a foreign university.

Explore and update curricular offerings in Art History and conduct a feasibility study for an Art History minor.

Explore the possibility of plant improvements, space reallocation, or a new Art complex for the purpose of providing a comprehensive facility for lectures, private studios, and modern office space.

Continue to update curriculum in Music to meet the requirements of NASM accreditation.

Explore the possibility of serving as an outreach center for selected graduate courses and workshops in Music through one of the universities.

Division of Health and Physical Education

1980-85 Conduct a review of the General Education program in Physical Education.

Incorporate into the Physical Education program appropriate leisure-time activity courses.

In scheduling facility use, include appropriate times for training and fitness activities for the older than average student and adult community.

Conduct a needs assessment and determine the advisability of adding a recreation/leisure studies major.

Conduct a needs assessment and determine the advisability of adding a Sports Medicine minor.

1985-90 Conduct a study of faculty time dedicated to Intramural Activities with a view toward increasing Intramural Sports and Club Sports. Such an increase would be accompanied by a corresponding decrease in time dedicated to intercollegiate athletics.

Division of Mathematics, Science, and Technology

1980-85 Review and evaluate the minor in Computer Science.

Plan and introduce a course into the General Education sequence which introduces the baccalaureate student to the basics of computer operation and computer science.

Review and evaluate the pre-Calculus sequence.

Review and evaluate the Statistics sequence.

Review and evaluate the Methods course.

Conduct a needs assessment and determine the advisability of adding a minor in Statistics.

Review and evaluate requirements for the major program in Mathematics, with a view towards strengthening program requirements in Computer Science and Statistics.

Provide a course in Applied Mathematics (problem solving approach) for education degree students.

Conduct a complete review of the content and scope of the service courses in General and Technical Mathematics.

Add to the curriculum in Industrial Education and Technology a course in Alternate Energy Systems.

Conduct a review of the curriculum in Industrial Technology and prepare for the accreditation of the Industrial Technology major by the National Association of Industrial Technology.

Prepare a course in Micro-Computer Interfacing for the Industrial Technology program.

Complete accreditation visit by the National Association of Industrial Technology by 1985.

Revise teacher education program in Industrial Education.

Revise the description of courses and course content in Environmental Chemistry and Environmental Science by converting to a major emphasis on energy issues and environmental effects.

Revise the first year Chemistry sequence to integrate both qualitative and quantitative analysis into the sequence.

Revise the Physical Chemistry sequence by converting one quarter to Advanced Inorganic Chemistry and require two additional quarters for the Chemistry major.

Conduct a needs assessment for a course in Human Anatomy and Physiology for pre-professional students in allied health areas.

Conduct a needs assessment for a practicum course for the Bachelor of Science in Education with a major in Science.

Convert the instrumental analysis course into a sophomore level general instrumental course designed for all science majors and for pre-professional allied health career students. Integrate advanced instrumental analysis into advanced courses in Chemistry.

Conduct an evaluation of the Physics curriculum.

Conduct a review and evaluation of the Physical Science curriculum.

1985-90 In adult education provide courses for employees in the retail and service industries which review the application of mathematics to those areas and the various uses of calculators and computers in business.

Conduct a needs assessment for a Mathematics program (two or three course sequence) for students in Social Science, Business, and Economics.

Review and evaluate the programs in Mathematics with a view toward implementing changes necessary to update the content of courses and the scope of the program to meet the needs of students, the Mathematics Department, and the College in the achievement of institutional goals for the late 20th Century.

Provide a general emphasis in the Science curriculum to the related problems of scarce raw materials and the ethical questions involved in the allocation of scarcity and the development of human resources.

Evaluate and revise the Science curriculum to achieve institutional goals.
Revise the Graphic Communications course series to include new areas of emphasis in Technical Illustrations, Management, Color Printing, and Photo Composition.
Revise energy power courses to include content reflecting new energy, control and storage systems.
Revise Industrial Technology major to determine if more specific options such as Printing, Management, Energy Management, Construction Management, and Computer Technology are advisable.
Conduct a review of existing curricula in Science, Business, and Industrial Technology to determine a need for interdisciplinary techniques, approaches, or programs.

Academic Affairs

1980-90 Complete the establishment of Individualized Growth Planning for faculty.
Evaluate needs assessment for Library of Congress cataloging.
Implement program evaluation process using appropriate internal models (NCHEMS) and standardized tests.
Conduct annual evaluation of Long Range Plan.
Initiate and complete North Central Self-Study Process.
Assist in the completion of NCATE Self-Study Process.
Revise Institutional Manual.
Evaluate Affirmative Action plan and implement appropriate changes.
Expand Faculty Development program using workshops and developmental leaves.
Complete implementation of *CAEL* Model for validating life experience learning for credit.
Outreach *CAEL* portfolio class to area industries.
Conduct annual re-assessments of allocation of faculty positions in light of anticipated retirements and attrition.
Evaluate results of *College Outcome Measures Project.*
Evaluate Computer Assisted Instruction program and provide for appropriate expansion.
Conduct appropriate assessments and evaluations of the Mission Statement and the achievement of goals under the Long Range Plan.
Conduct a major re-assessment of ten-year plan and specifiy objectives for the second half of the ten-year plan.

Admissions and Records

1980-90 Assist in a general review and evaluation of summer school and develop new scheduling patterns. Implement an on-line computerized admissions process.
Conduct an evaluation and review of catalog format and content.
Implement on-line computer registration and record keeping.
Complete microfilm processing and reproduction of permanent non-computerized records.
Initiate preparation for centennial anniversary of Valley City State College.

Athletics

1980-90 Evaluate sports information operations and determine need for staff assistance.
Evaluate athletic training operations and determine staff needs.
Evaluate intramural program and determine staff needs.
Expand evening and off-hour operation of facilities for adult recreation and leisure-time activities and classes.
Plan for the addition of a Physiology Laboratory to the existing facility.
Within the existing facility provide for a recognition for alumni athletes in a Viking Hall of Fame.

Business Office

1980-90

Complete the implementation of a Computerized Accounting System.

Assist in the implementation of the comprehensive and computerized Student Records System.

Complete a major cost containment study for the mid-1980s.

Implement energy efficiency operations and austerity contingency plans.

Complete computerized interface with Admissions and Records Office.

Update the efficiency of providing cost data for academic programs and a data base for staff reallocation decisions.

Continue to provide for equitable access for the handicapped to all buildings and facilities.

Implement comprehensive plan for facility repair and maintenance through 1990.

Conduct a needs assessment for possible new structures with an emphasis upon stewardship of existing structures.

Conduct a cost efficiency assessment of computerized accounting and record keeping system.

College Relations/Recruitment

1980-90

Identify and communicate with prospective students from outside VCSC's traditional recruitment area.

Conduct a search in Minnesota, South Dakota, and Montana to identify alumni to assist VCSC in attracting new students from these areas.

Increase efforts to involve appropriate industries and other large donors in the College Foundation program.

Develop a comprehensive system to identify problems and evaluate the effectiveness of the recruitment program using both student and alumni opinions.

Expand Public Relations opportunities to include computerized mailers, newsletters, and an increased emphasis on the media of radio and television.

Implement recruitment program to attract quality minority students from major metropolitan areas in the mid-West and upper mid-West.

Build foundation program to the point that $150,000 - $180,000 in annual scholarhsips will be available by 1985.

Develop a comprehensive recruitment program in upper mid-West and in all of North Dakota.

Conduct annual assessments of the recruitment program by surveying students, alumni, and faculty.

Establish a long range goal for contributions through the year 2000.

Improve communication with modern media devices with both supporters and contributors as well as alumni of the College.

Conduct periodic surveys of prospective students to determine market shifts in desired curricula and extracurricular activities.

Conduct a needs assessment to establish with some precision the effects of fund drives and the scholarship program on potential and existing enrollment.

Expand V-500 Foundation program to include 1,500 members by the year 1990.

Computer Center

1980-90

Assist in the development of workshops in Computer Assisted Instruction to involve more faculty with VSPC.

Order and install time-sharing terminals in classroom areas used by faculty with Computer Assisted Instruction training and experience.

Increase the telephone transmission rate for the remote job entry (RJE) from 2,400 to 4,800 *BAUD.*

Arrange to open the Computer Center for additional evening hours.

Develop an interoffice "memo" system *via* computer terminals to keep administrative personnel within reach of each other instantly.

Provide telephone jacks for each classroom on campus to utilize time-sharing terminals.

Assist in the development of auto-tutorial computer testing and drill techniques as an optional choice available for all faculty.

Provide College Relations with the capability of accessing curriculum and registration information *via* portable terminals in the field.

Investigate the feasiblity of installing time-sharing terminals in the dormitories.

Investigate the possibility of establishing a daily assignment log system by which faculty may list assignments for each course for student access through the time-sharing terminals.

Student Academic Services

1980-90 Continue to expand and strengthen areas of academic advising, graduate school preparation, basic skills, and career planning.

Conduct training seminars in academic advising and counseling for faculty.

Assist in the implementation of procedures to validate life experience learning for credit for the older than average student considering re-entry into college or a mid-life career change.

Expand internship program.

Implement a computer assisted career information system or computer assisted guidance information system.

Install time-sharing student records information terminal in the Director of Student Academic Services office to provide immediate access to student data.

Student Affairs

1980-90 Develop a placement program for Baccalaureate and Associate degree students in non-teaching fields.

Assist the office of Admissions and Records in an effort to attract qualified students from foreign countries, especially in areas such as Economics, Business, Business Administration, and Teacher Education.

Develop student activities which respond to the unique needs of the Older Than Average student.

Establish a permanent Student Affairs Committee to monitor and advise the Dean of Students concerning extracurricular student activities at Valley City State College.

Prepare a booklet for use both on campus and off campus which outlines the variety of extracurricular activities which support the total learning environment for students at Valley City State College.

Student Financial Aids

1980-90 Develop a closer interface of operations in Student Financial Affairs with the Director of Student Academic Affairs.

Integrate Student Financial Affairs operations into the Student Records information system using a time-sharing computer terminal.

Monitor legislative changes in the Higher Education Act and other appropriate laws and federal regulations which affect the administration of Financial Aid programs and insure a rapid dissemination of needed information to administrators, faculty members, and students.

Search out more effective delivery systems for grant notification and award.

Library

1980-90

Review and evaluate the Library Science minor, Libary/Media Certification program, and Public Librarian Association degree.

Develop an alternate means of program delivery to outreach existing program strengths to the public librarian.

Initiate an active promotion of Library Science programs and curricula.

Develop evening courses, short workshops, and the use of the educational telephone network to provide in-service educational opportunities for public and academic librarians.

Implement OCLC, a computer assisted inter-library loan and accessions system.

Conduct a review of the current emphasis in course content in Library Science classes with a view toward providing a greater emphasis on topics such as public relations, audiovisual materials, data processing and library cooperation. In addition, determine whether a need exists to expand the breadth of the Library Science program to include cognate courses available elsewhere in the College.

Develop information regarding collection use and acquisition cost.

Develop and implement local academic and public library cooperation plan.

Consider necessary adjustments of allocation practices and test the results.

Survey library use and user satisfaction.

Complete space utilization study and expand and rearrange stacks where appropriate.

Reallocate office workspace and develop strategies for coping with an expanding collection.

Consider need to reclassify the library collection to Library of Congress.

Summary

The initial responsibility for implementing the specific objectives noted in the five-year and ten-year projections rest with Division Chairs and faculty in each divisional area and the heads of the appropriate administrative offices. Thus, the responsibilities are directly related to the standard designations of authority included in the College's administrative structure. The accomplishment of divisional objectives will involve the participation of faculty and students within each division. The Long Range Planning Committee also recommends that new or replacement positions in faculty and administration be filled only after a careful examination determines that the qualifications required to fill the position coincide with institutional and divisional goals and objectives. Both non-tenured and tenured faculty will be encouraged to take advantage of faculty development opportunities to upgrade their credentials in support of departmental, divisional, and institutional goals and objectives as outlined in the Planning Manual. Non-tenured faculty will be carefully assessed each year in light of the skills needed for the implementation of divisional and departmental objectives established in this Planning Manual. It is the recommendation of the Long Range Planning Committee that the ability of a faculty member to contribute to the accomplishment of divisional goals and objectives become an integral part of decisions relating to promotion, tenure, and awarding of merit pay.

It is anticipated that the Planning Manual will be reassessed annually by the Long Range Planning Committee and appropriate revisions will be made concerning institutional goals and objectives and forwarded to the President of the College.

CHAPTER THREE

Enrollment Trends and Scenarios for the 1980s

Enrollment Projections

The trend area subcommittee on population and an ad hoc subcommittee on enrollment projections worked together during the early and late stages of the planning process to generate enrollment projections for the 1980s. In short, the Population subcommittee provided planners with a realistic estimate of potential enrollment at Valley City State College in the 1980s. Thus, most subcommittees responsible for trend forecasting, value forecasting, and the establishment of goals and objectives worked with enrollment forecasts which reflect the worst possible picture for the 1980s. Since this note of realism permeated the deliberations of the planners, nearly everyone was encouraged with the realization that Valley City State College would probably not plummet below its low point of the 1970s and a concerted effort to move into new markets might soften an anticipated 30% decline to a level of no more than 15-20%. It should also be noted that the projections developed by Valley City State College planners varied only slightly from those developed by Dr. Hazel Reinhardt for the North Dakota Post-Secondary Education Commission.[1]

Projecting enrollment for a given period of time is a systematic process based on population trends. Optimum meaning and accuracy are gained when locally significant information is added to the projection model. The enrollment projections in the study are conservative. Because this study is limited to population and past enrollment trends, other elements may bear on the actual final enrollments.

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[1] See Hazel Reinhardt, North Dakota Post-Secondary Education Enrollments, 1980-1990, (Bismarck, North Dakota: North Dakota Post-Secondary Education Commission, 1980), passim.

Basic in any attempt to project enrollment at the post secondary level is a set of terms with definitions common to prospective users:

Students-All students taking resident credit, irrespective of the time of day or workload of the student. *Not Included Are:*

a. Students in non-credit adult education courses.
b. Students taking courses at home by mail, radio, or television.
c. Students enrolled only for "short courses."
d. Auditors.
e. Students studying abroad.

Special-Students taking undergraduate or post-baccalaureate level credit courses regardless of intent concerning a degree, diploma, or certificate although taking courses in regular classes with other students; this category also includes students who cannot be classified by academic level as freshman, sophomore, junior, or senior.

Resident Students-Resident students are students having legal domicile in North Dakota.

Non-Resident Students-Non-resident students are students having legal domicile other than North Dakota.

Part-Time Students-Students enrolled for less than 12 student credit hours during a term.

Full-Time Students-Students enrolled for 12 or more student credit hours during a term.

Headcount Enrollment-The total of part-time and full-time students enrolled for credit in courses that are included in the regular class schedule and taught by institutional faculty as part of their normal load.

Retention Cofficient-The decimal figure result of taking the number of students who persisted to a higher grade level or subsequent year and dividing it by the number of students in the original group.

Enrollment Cofficient-The decimal figure result of taking the number of new freshmen and dividing it by the number of North Dakota high school graduates for that year.

The following is a list of categories considered in the enrollment projection process:

1. Number of North Dakota high school graduates available each year. Figures obtained from the North Dakota Department of Public Instruction.

2. New Valley City State College freshmen based on historical percentage of North Dakota high school graduates enrolling at VCSC.
3. Number of sophomore, junior, and senior students projected by applying the appropriate retention coefficient.
4. Students commencing enrollment other than the fall quarter are considered off quarter additions.
5. Special students as defined elsewhere are a separate category of full-time students.
6. Full-time non-resident students comprise a category.
7. Part-time special students are figured in the total headcount.

All data used in this study were available at Valley City State College except for the North Dakota Department of Public Instruction figures pertaining to numbers of high school graduates.

First, an enrollment coefficient of .02575 was determined by dividing the number of new VCSC freshmen from North Dakota for 1977, 1978, and 1979 by the number of North Dakota high school graduates for those years respectively. The figure listed was an average for the three years. That decimal average was then applied to the projected number of North Dakota high school graduates for the decade.

Retention coefficients for sophomores of .6039, juniors of .8230, and seniors of 1.0613 were calculated and applied to the respective data. Figures to complete the full-time North Dakota enrollment were established from historical data for an average number of first time enrollees other than fall quarter and for those classified as special students.

The number of full-time students not residents of North Dakota was based on historical data.

A three-year average of part-time special students was used as the base for projecting this category. As in all categories, a decline in the population base was reflected.

The enrollment projections based on population trends are displayed in Table III. North Dakota residents account for most of the full-time student enrollment at Valley City State College.

TABLE III
VALLEY CITY STATE COLLEGE ENROLLMENT PROJECTIONS

Fall	N.D. High School Graduates	New Fresh-men	Soph	Junior	Senior	Off Qtr. Additions	Full Time Special	Total ND Full Time Students	Full Time Non Resident	Total Full Time	Part Time Special	Total Head Cou
'77	11744	303										
'78	11409	294	183									
'79	11278	291	178	151								
'80	11027	284	176	147	161	39	14	821	78	899	190	1089
'81	10548	272	172	145	157	37	14	797	74	871	190	1061
'82	9916	256	164	142	155	35	14	766	70	836	190	996
'83	9319	240	154	135	151	33	14	727	66	793	170	963
'84	8638	223	145	127	143	31	14	683	62	745	170	915
'85	8237	213	135	120	135	29	15	647	58	705	170	875
'86	7716	199	129	112	128	27	15	610	54	664	170	834
'87	7883	203	121	107	119	28	15	593	56	649	152	801
'88	8339	215	123	100	114	30	15	582	60	642	152	794
'89	8148	210	130	101	106	29	15	591	58	639	152	791
'90	7882	203	127	107	107	28	15	587	56	633	152	785

The numbers in the class rank categories plus the off quarter additions coincide with the North Dakota high school graduates category. All show a steady decline except for a slight increase in the 1988 and 1989 years. Sophomore, junior, and senior categories lag one, two, and three years respectively in reflecting their portions of the new freshmen category numbers. It is noted that the senior category numbers are larger than the corresponding junior numbers. This is a catch up factor of students finally reaching the senior classification after falling behind in earning credits.

Full-time students who are not residents of North Dakota have a decline pattern the same as the North Dakota students. The totals for all full-time students likewise reflect the same pattern with a decline from 899 to 633.

Part-time students are from a population segment that is older than the full-time student. The decline of available people is less dramatic. This category reduces from 190 to 152 by 1990.

The overall projections of total headcount show a continuous decline from available population figures for the state and campus.

Enrollment Projection Conclusions

It is evident that enrollment projections for the 1980 to 1990 time period at Valley City State College show a decline of almost thirty percent. This is based on population expections only. Conservative estimates were used in several of the categories when there was flexibility to do so. The use of average figures—three years in this case—may also widen the accuracy gap and would put these projections on the conservative side. Whereas lower projections seem unlikely, larger enrollments could develop if there is an emphasis shift to teacher preparation, the economy changes drastically, industry education programs for employees grow, larger numbers of adults attend college classes, and most notable, larger enrollments could develop if recent success in student admissions marketing continues. In the meantime, the enrollment projections listed herein are conservative.

It is also evident that both college generated enrollment estimates as well as the Reinhardt study do not show enrollment at Valley City State College declining below the actual low years of the 1970s. Since the College has taken a conservative approach to staffing additions in the mid and late-1970s, it is unlikely that severe staff cuts in the 1980s will be necessary. The College has not been on an enrollment driven formula since 1975. A basic staffing or program staffing approach has been in effect during the last half of the 1970s. As a result, college faculty and administration have elected to increase workloads to handle 30% enrollment increase in the late 1970s. Thus, even a severe decline would actually create more normal workloads and allow room for innovation in seeking new markets.

Since enrollment declines in the 1980s will be gradual, there will be ample opportunity for faculty and administration to seek out new markets, improve quality in existing programs, and plan staffing strategies prior to the cumulative effect of the anticipated decline. The development of strategies will also call for support from the State Board. A clearer policy concerning retrenchment is probably desirable to handle even the minimum of staff cutbacks anticipated in the 1980s. The majority of the planners, however, view the gradual enrollment decline in the 1980s as an opportunity for Valley City State College to improve quality as well as to develop new ways to service the educational needs of south central North Dakota. Projected development and improvement will remain possible since enrollment will not decline to a point where the integrity of the undergraduate program will be in question.

STAGES 7 and 8: Scenarios for the 1980s

In Stages 7 and 8 the planners on the Long Range Planning Committee discussed, while meeting in small groups, the possible impact of future developments on the achievement of institutional goals and objectives. The planners were asked to exercise their imagination in considering optimistic, moderate, and pessimistic views of the 1980s. Planners were then asked to project how well institutional goals and objectives would fare in each view of the future. Planners were asked to project each objective and goal into the future and to develop strategies and tactics to achieve goals *from* that future. Subsequent to the efforts of individual planners, an editorial subcommittee met with the planners and assimilated the following views of the future. The views of the 1980s or future scenarios are presented here through the medium of a mythical computer (VC/90/SC), which is interviewed by a reporter for the local newspaper in the year 1990. In three different interviews the computer discusses the 1980 Long Range Plan and details how specific goals and objectives were achieved under the most optimistic conditions, moderately optimistic conditions, and the most pessimistic conditions. The scenarios follow:

Future Scenario

A future scenario is basically a written or visual picture of some point in a time yet to come. The scenario poses "what if?" questions in an attempt to anticipate possible courses of action that an individual or organization might need to take if certain events occur. This process may actually change the future by allowing the individual or organization to better plan for anticipated events. Not all anticipated events need to be considered. The extremes of panacea or complete catastrophe are examples of those which may be excluded.

The future scenario can come from many sources. Edward Belamy's "*Looking Backwards*" or George Orwell's "*1984*" came from the author's vision of what the future could hold. Another source is from the study of past events and what direction the future may take. An example is combinate DNA research, the development of a bacteria that eats oil slicks in the ocean, and the company that obtained a patent on the new life form of bacteria. Many possible directions have been posed ranging from life forms that would devastate the world to life forms that would greatly benefit the world. The sources for the following scenarios are the sector and value analysis conducted by the planning committee, the goals and objectives for Valley City State College during the next decade, and the planning assumptions. If the trends and value analyses and the planning assumptions are accurate, how will they affect the projected goals and objectives for the 1980s and beyond? Two other scenarios will ask what will occur, if things are better or worse than anticipated.

The scenarios will take the form of an interview. Each scenario will begin with an editor's note on what the environment is like in 1990 here in North Dakota and in other parts of the world where appropriate. This will be followed by the interview which is conducted by a reporter, Newsee, from the Valley City *Times*. The reporter is interviewing VC/90/SC, an intelligent, detached, objective observer computer. VC/90/SC has been fed all of the necessary information to monitor the 1980 to 1990 long-range plan and will soon be programmed to monitor the 1990 to 2000 plan. Newsee, the reporter, is trying to ascertain to what extent the goals and objectives of VCSC for the 1980s were met.

1980s Went According to Plan for VCSC

Editor's Note: This is the first of a three-part series on Valley City State College. This first part is on the progress made by the College during the past ten years. The next two parts of the series will discuss what changes we might see during the next ten years that may affect VCSC, and how the College is preparing for these changes. These will be in the Wednesday and Friday editions, respectively.

First, a few words about how accurately the future was portrayed in the 1980 *Planning Manual.* If the predictions for the next ten years are as good as the past ten, Wednesday's edition should be exciting. The plan assumed "no major military, political, economic, public health disruptions, or other calamities during the next decade" for this nation. Even though wars between nations and peoples within a nation continue, the U.S. was not directly involved. Even though there have been political quakes and changes, there have been no calamities. The following were correctly foreseen: (1) relicensing and recertifying most practitioners in North Dakota; (2) equal opportunity for all persons is guaranteed by the Contitution; (3) there exist more government regulations over the use of the environment; (4) state government requires cost control studies of higher education; (5) The State Board of Higher Education has essentially the same structure and form as in 1980; but, as the uniform data and information collection system developed, centralization and coordination roles increased, and state law still requires that the College operate with a balanced budget.

Economic changes and considerations were also accurately foreseen. The salary and non-salary costs of the College increased at the same rate as national inflation trends (9.1% on the average over the 1980-1990 time period, this year 11.5%). Increased cost and other problems did force the College to look at alternative energy sources and more stringent conservation measures and controls. Many new businesses have become a part of our community. Student tuition and fees have increased at an average rate of 8.5% over the ten-year period; and this increase brought about more tuition-reimbursement programs by businesses, and a greater proportion of government aid is now given directly to the student. More students are now taking time off to earn money for their education. A high service economy rather than an industrial production economy now prevails, and full employment was a high priority and averaged about 7.0% in the 1980s.

Enrollment twists and changes were also predicted accurately. Enrollment dipped to slightly below its low point of the 1970s (669 spring, 1977); therefore, the College retained its minimum staff level of 1977. Even though high school graduate classes in the College's service region declined as expected through 1990, a slightly greater percentage of the students attended VCSC. Also, there has been an increase in part-time students, and the average age of the student body has increased.

It is hoped that this series of articles about Valley City State College will give you information on where the College has been in the 1980s, what VCSC sees for the future, and what changes we might see at VCSC in the years ahead. The first part is an interview with VC/90/SC who monitored the College's progress on 1980 to 1990 plan.

1980s Went According to Plan for VCSC — Interview

Newsee: VC/90/SC would you briefly explain when you started at the College and your function here?

VC/90/SC: I was up and running at 8:03:9 a.m., December 18, 1987, but it was not until 2:17:1 p.m., July 16, 1988, that all the bugs were out. My main function is to monitor and make suggestions concerning the plans and programs that Valley City State College decides to undertake. Stop?

Newsee: "NO." Why the success?

VC/90/SC: Administration has been open and responsive to input from faculty, staff, students, and the other constituencies of the College's service area. The inputs have been perceptive and accurate. Decisions have been based on objective data with the right amount of human consideration. The participation of the College constituencies led to support of the plan and its success. Stop?

Newsee: "NO." How has the progress on the curriculum goals objectives progressed?

VC/90/SC: The meeting of curriculum goals and objectives relied to a great extent on administration, faculty, and facilities. Other areas also impacted the quality of the curriculum but to a lesser degree. The administration had the foresight to recognize that faculty and facilities needed to be developed before some of the objectives could be met. Integrating computers into the curriculum provided the best example of this. First, in the late 1970s faculty were selected to participate in a project that gave them knowledge about the computer and its applications in education. The faculty then integrated the computer into their courses. Some used computer assisted instruction, some simulations and/or games, and other applications. This was expanded during the 1980s by utilizing the corporate faculty and staff who went through the project and/or had knowledge of computers to give workshops and lectures to other faculty and staff. The faculty and staff have become very knowledgeable about the computer and its use in an educational setting. Secondly, every classroom has a telephone jack in it and each division has at least one portable telephone and portable computer available for classroom use. Third, freshmen level students were required to take a course on how to use the computer for educational purposes. The computer has become an integral part of the college curriculum; in fact, some courses are taught by computer. The multicultural dimension in the curriculum did not require facility changes. However, faculty development was extremely important in the multicultural and energy and environment dimensions. Development was accomplished by using faculty with expertise to teach other faculty, and by attending conferences, workshops, seminars, travel, and bringing in expertise.

Other curriculum changes took place because of trends that were correctly forecast. The trend of increasing emphasis on retraining, recertification, and relicensing of professionals led to short courses, workshops, and evening and weekend refresher courses to meet recertification needs. The above trend, linked with the trend of increased numbers of students over 25, led to additional curricula changes. More flexibility in degree programs was required for students who had family and job responsibilities in addition to educational goals. Some courses were taught by media in the 1980s — mostly the computer and videotape; more courses were challenged; credit for knowledge gained through life experience expanded; refresher courses expanded; and child care was expanded. OTA students generally have more work and life experience than the traditional student. Curricula adjustments to integrate environmental and energy issues into existing courses took place. Skills applicable to many careers were added to the curricula, such as planning, human resource development, communication, computer, and interdisciplinary studies, as well as courses integrating the concept of learning as a life-long process. Stop?

Newsee: "NO." What other changes have there been in faculty and facilities that were not mentioned above?

VC/90/SC: Faculty gained expertise in various areas depending on departmental, divisional, and institutional goals. All faculty gained knowledge of the unique problems of the older than average students. Most of the faculty, 80%, have developed expertise in planning. Some faculty, 34%, have advanced training in more than one discipline. This helped greatly in the internal allocation of teaching assignments. The majority of faculty development was able to take place because of consortium and external funding sources.

Facilities have changed only slightly in outward appearance. Many changes have taken place. Now every room at Valley City State College is accessible to individuals in wheelchairs. In fact there is presently one faculty member who is confined to a wheelchair, and that would not have been very possible ten years ago. Due to the continual upgrading of computer capabilities, energy efficiency and cost effectiveness data is available at any time. Increased use of tutorial learning made it necessary to provide space for individual study, as well as for exercise, and relaxation. Stop?

Newsee: "NO." You have mentioned changes in the student body such as increased numbers of students over the age of 25 with families, with jobs, and with handicaps. How has this changed student affairs and athletics?

VC/90/SC: It must be pointed out that the traditional student, 18 to 24 years old, accounts for 75% of the enrollment. The changes that occurred were more career counseling; a comprehensive advisement program; expanded placement effort; the same level of financial assistance for students as in 1980 (when adjusted for inflation); and the expansion of basic skills---refresher courses. Since students guide their activities, there have been more activities and organizations for the older student. One relatively new organization is Single Parents Support Group organized through the Child Care Center.

The emphasis in athletics switched to activities that could be continued throughout life while continuing to engage in an intercollegiate sports program. Five examples of activities or leisure courses are: Roller skating, Billiards and Pocket Billiards, Bridge, Computer Games and Activities, and Electronic Dancing. Soccer was a new activity course; intramurals may soon be a new intercollegiate sport of this region. Notice that some of the above are leisure and not physical activities. However, the demand for these leisure/activity courses is great. Stop?

Newsee: "NO." Public service is another important mission of Valley City State College. How has the public service mission changed since 1980?

VC/90/SC: The biggest change is that the College is more public. First, there is more community representation on college decision-making committees. Secondly, the College, through the Communication Arts Department in liaison with the local radio station and regional newspapers, including yours, has increased visibility. Students in Communication Arts write a weekly article for the newspapers. Is this one, Newsee?

Newsee: Yes it is, VC/90/SC. Continue.

VC/90/SC: They also produce a weekly radio program. Is this one, Newsee?

Newsee: No, VC/90/SC. "Continue."

VC/90/SC: These activities have varied greatly. A few examples can illustrate the variety. The Music and Spanish Departments cooperated to produce a radio program entitled "Contemporary Latin American Music." Music students performed selections and Spanish students interpreted the lyrics and briefly told what the music was trying to portray. Five faculty cooperated to help produce a radio/newspaper series call "Coal Impact on the Economy, Environment and Agriculture in North Dakota." One faculty member developed a newspaper course named "Computer and Society." One radio show looked at "The Rise of Islam's Impact on North Dakota." A weekly spot on the radio focuses on pollution levels, alternative energy cost comparisons, and government grants to individuals to assist with environmental and energy projects.

The evening course offerings have expanded to the point where an individual could obtain a baccalaureate degree by taking classes at night. However, outreach programs and consulting have not shown a significant increase over 1980. Outreach programs did not need to expand greatly because enrollment projections were met without tapping this market. The budget was on target but did not allow expansion of outreach programs. Consulting by faculty has not increased because faculty development is rewarded more than consulting in both evaluations and pay increases. Stop?

Newsee: "NO." The College also has the mission of research. What progress has been made in this area?

VC/90/SC: Basic research has not been an important part of of the College's mission in the past nor in the foreseeble future. However, there is tremendous utilization of available basic research in the educational setting. Also, applied research is used in the area of environmental education. Institutional research has helped to direct the internal allocation of resources. Stop?

Newsee: "NO." What four administrative policies have been most responsible for the Plan's success?

VC/90/SC: First, the wide range of constituencies that have participated in the planning process. Second, implementation of a comprehensive administrative evaluation system at all levels. Third, the effective communication of information to the College's service area. Fourth, the support of faculty development through external funding. Stop?

Newsee: "Yes." Thank you.

VALLEY CITY STATE HAD BETTER THAN EXPECTED DECADE

Editor's Note: This is the first of a three-part series on Valley City State College. This first part is on the progress made by the College during the past ten years. The next two parts of the series will discuss what changes we might see during the next ten years that may affect VCSC and how the College is preparing for these changes. These will be covered in the Wednesday and Friday editions, respectively.

First, a few words about how accurately the future was portrayed in the 1980 *Planning Manual.* The forecast of the 1980s was off but on the conservative side. However, the planners were admittedly somewhat conservative in their predictions for this past decade. The plan assumed "no major military, political, economic, public health disruptions, or other calamities during the next decade" for this nation. The U.S. is presently involved in limited military action to preserve a vital resource supply, and other wars between nations and peoples within a nation continue. The political climate has been pretty much on target. State government requires cost control studies of higher education. The State Board of Higher Education has essentially the same structure and form as in 1980; however, as the uniform data and information collection system developed, there has been more coordination and consolidation. State law still requires that the College operate with a balanced budget; equal opportunity for all is guaranteed by the Constitution; more government regulations over the use of the environment were correctly predicted. Relicensing and recertifying were more sweeping in North Dakota than expected. Economic conditions were better than expected. The salary and non-salary costs of the College were approximately 1 percent below the average national inflation rate of 7 percent during the 1980s; energy cost remained stable; many new businesses have joined our community; student tuition and fees increased only 5 percent annually during the past eight years, and better economic conditions induced more tuition-reimbursement programs by businesses, a tremendous increase in direct and indirect student financial support. More people than expected now see education as a lifetime process; the economy changed quickly but smoothly to a service technology economy; unemployment was about 8.5 percent.

Enrollment was close to 20 percent higher than expected, and shifts in demand for educational programs were made easily. Instead of enrollment dropping to 633 full-time students, it has reached a low of 760 students, and additional faculty and staff have been added. The high school graduate population did not decline as much as expected, and a greater percentage of these students attended our local college. Also, there was the expected increase in part-time students, and the average age of the student body increased less than expected.

It is hoped that this series of articles about Valley City State College will give you information on where the College has been, what the College sees for the future, and what changes we might see at VCSC before the turn of the century. The first part is an interview with VC/90/SC who monitored the College's progress through the 1980s.

VCSC Had Better Than Expected Decade — Interview

Newsee: VC/90/SC, would you briefly explain when you started at the College and your function here?

VC/90/SC: I was up and running at 8:03:9 a.m., December, 18, 1986, but it was not until 2:17:1 p.m., July 16, 1987, that all the bugs were out. My main function is to monitor and make suggestions concerning the plans and programs that Valley City State College decides to undertake. Stop?

Newsee: "NO." Overall and briefly, how well did the College execute the plan over the 1980 to 1990 period?

VC/90/SC: Better than expected. Stop?

Newsee: "NO." What are the most important factors that lead to this?

VC/90/SC: First, enrollment did not decline as much as anticipated in 1980. Enrollment reached a low of 760 full-time students, which is 127 more than predicted. Secondly, costs did not rise as much as projected, which allowed more to be accomplished. Thirdly, administration has sincerely requested and seriously considered input from all constituencies within the service area of the College. Thus, the College has considerable support in its region. Stop?

Newsee: "NO." Instruction is the main mission of Valley City State College today as it was ten years ago. Even though the mission is essentially the same, how has instruction changed since 1980?

VC/90/SC: Instruction consists of many elements, curriculum, faculty, facilities, and administration being the most important elements for which the College set objectives. Athletics can also be included as a specific curricula area developing the physical being of one's self.

First, take the changes in athletics; and, secondly, in other curricula areas. Even though preparation for careers in physical education, health education, and the domain of intercollegiate athletics are central in importance, fitness, life-long recreational sports, and leisure activities have also greatly increased in importance. A student can now major in recreation and/or minor in leisure. One question answered in 1985 was what recreational and leisure activities should be included and which department should be responsible for them. The faculty and administration then decided that if the activity did not clearly belong in a department, or instruction was not available in the community or service area and need was demonstrated, the Health and Physical Education Division would offer the course, if the expertise could be located. Thus, a number of new recreational/leisure courses have been added. This had positive effects on the Music, Art, and Industrial Education Departments response to lifelong learning activities. The Division of Business added majors in office administration, accounting, marketing, management, and information science; and the core curriculum now includes a course in business decision making and a course in planning and future forecasting. Communication Arts and Social Science offers majors in American studies, criminal justice, speech, and Spanish. The preceding are illustrative of majors undertaken over the past decade.

There were curricula changes that affected most discipline areas. The computer is now utilized in some capacity in 90% of the courses offered. The uses range from scoring tests to courses taught by the computer. Multicultural components are incorporated into 75% of the courses. Environmental and energy components are integrated into 50% of the courses. Planning methods and techniques are taught in one-third of the courses. Short courses, workshops, evening, and weekend courses were developed to meet the demand for retraining which is needed for recertification or relicensing of professionals. All courses are open to challenge; credit for knowledge gained through life experience grew threefold, and refresher courses for students entering VCSC have been expanded. Course adjustments to make the above more relevant have continued to periodically occur. Career components are present in every degree program. These are the most significant curriculum changes, which could not have been successful without other adjustments.

Administration, faculty, and facility adjustments took place prior to curricula changes. The administration realized that faculty development and facility changes, in some cases, needed to be made prior to curriculum changes. Faculty development occurred in utilizing the computer in courses, multicultural education, environmental education, energy, and planning methodology, in addition to upgrading and retraining in the faculty's discipline area or another discipline area. The administration supported financially these activities, mostly from external funding sources, and by establishing an incentive system to encourage development by faculty. Facility changes to support curricula changes included the accessibility of the computer in all classrooms on campus. There are also more rooms available for individual exercise and study. Stop?

Newsee: "NO." What other changes have there been in faculty and facilities that were not mentioned above?

VC/90/SC: Faculty gained expertise in other areas depending on departmental, divisional, and institutional goals. For example, one faculty member from each division was trained in granting credit for knowledge gained through life experience. All faculty gained knowledge of the unqiue problems of the older than average students who now comprise a significant part of the student population.

Facilities have changed only slightly in outward appearance. Renovation and remodeling took precedence over new structures. Now every room at VCSC is accessible to individuals in wheelchairs. Two buildings were remodeled to install movable walls to allow flexible space. A pilot project was undertaken to study the feasibility of solar and wind power to provide part of the energy needs of the College. This was possible because of external funding. Due to the upgrading of the computer, cost effectiveness data for a wide range of activities is now readily available. The computer now controls building temperatures and even the watering of the grounds. Stop?

Newsee: "NO." There have been changes in the composition of the student body. What affect has this had on student affairs?

VC/90/SC: The College continues to attract a high percentage of high school graduates from the service area. This was possible because of a coordinated and sophisticated recruitment program which allows promising high school students to enroll in college courses prior to graduation. Career counseling has become quite sophisticated. By using the computer, career options can be outlined by degree undertaken or a student can choose up to three careers and the computer will plan the student's schedule. The tremendous increase in financial aid allowed for more financial support to more students. Much of the increase came from private sources. The placement effort was expanded and became more effective. Refresher courses for the older than average student were instituted. There are more activities and organizations that meet the wants and needs of the older students. Stop?

Newsee: "NO." Public service is another important mission of Valley City State College. How has public service changed since 1980?

VC/90/SC: Public service involves a wide range of endeavors. The greatest change is the phenomenal increase in communication to and between the College's diverse constituencies. First, there is more community participation on the College's decision-making bodies. Secondly, the media is used extensively to transmit information, cultural programs, and educational programs. Cooperative arrangements were made with the PBS station, two radio stations, and all newspapers in the service area to carry and assist in the communication effort. Thirdly, evening course offerings have expanded to the point where an individual can obtain any degree by taking night and weekend classes. Outreach programs have increased as demand dictated. Lastly, faculty have increased their participation with business and government. Many faculty have undertaken consulting, provided on-site employee development programs, and provided information needed for decision making. Stop?

Newsee: "NO." The College also has research as part of its mission. What changes have been made in this area?

VC/90/SC: Basic research has not been an important missson of the College in the past nor in the foreseeable future. However, there is tremendous utilization of available basic research in the educational setting. Applied research is abundantly used in the areas of environmental and energy education. Institutional research has focused upon the internal allocation of resources. Stop?

Newsee: "Yes." Thank you.

1980-1990 Plan Went Haywire for VCSC

Editor's Note: This is the first of a three-part series on Valley City State College. This first part is on the progress made by the College during the past ten years. The next two parts of the series will discuss what changes we might see during the next ten years that may affect VCSC, and the College is preparing for these changes. These will be in the Wednesday and Friday editions, respectively.

First, a few words about how accurately the future was portrayed in the 1980 *Planning Manual*. It is hoped that the predictions for the next ten years are much more accurate. The plan assumed "no major military action, political, economic, public health disruptions, or other calamities during the next decade" for this nation. Even though wars between nations and peoples within a nation continue, the U.S. was not directly involved. The political changes have been greater and in a different direction than expected ten years ago. The following were foreseen correctly: state law still requires that the College operate with a balanced budget, state government requires cost control studies of higher education, and the State Board of Higher Education has essentially the same structure and form. However, what was not foreseen included more centralization, less coordination and policy direction from the State Board of Higher Education. Recertifying practices in North Dakota did not advance, equal opportunity was repealed, excessive environmental regulations greatly impacted energy and cost decisions. Economic changes were poorly predicted. The salary and non-salary costs of the College increased 2% above the average national inflation rate of 11.2% during 1980-1990 time period; energy cost increases and supply disruptions occurred that caused more stringent conservation and controls which led to cuts in other budget items; there have been few new businesses and little business expansion in our area; student tuition and fees have increased at an average rate of 10.5% over the past ten years. The expected increases in tuition-reimbursement programs by businesses, increased proportion of direct aid to students, and students working to pay for their education were not realized. Unemployment averaged 5.5%.

Enrollment dropped 15% below what was expected, 538 opposed to the expected 633 in 1990. Therefore, a slight cut in staff and faculty was necessary. The high school graduate population declined 5% more than expected, and VCSC's percentage of these students did not increase. Also, the number of part-time students declined as expected in the VCSC enrollment projections for the 1980s.

It is hoped that this series of articles about Valley City State College will give you information on where the College has been, what VCSC sees for the future, and what changes we might see at VCSC in the years ahead. The first part is an interview with VC/90/SC who monitored the College's progress on its 1980 to 1990 plan.

1980-1990 Plan Went Haywire for VCSC — Interview

Newsee: VC/90/SC, would you briefly explain when you started at Valley City State College and your function here?

VC/90/SC: I was programmed and running at 9:34:3 a.m., November 3, 1988, but it was not until 6:56:6 p.m., August 30, 1989, that all the bugs were out. My main function is to monitor and make suggestions concerning the plans and programs that VCSC decides to undertake. Stop?

Newsee: "NO." Briefly, how well did the College plan and execute the plan over the past ten years?

VC/90/SC: Things did not go very well at all. Stop?

Newsee: "NO." What important factors led to the plan going haywire?

VC/90/SC: The Editor's Note that you keyed into me earlier points to many key factors outside of the College's control that had an impact on the College. Inflation, lack of businesses in the area, unemployment, drop in high school graduates, and others are examples of these. Some the College had limited control over. Actions of the State Board of Higher Education, the recertification of professionals in North Dakota, percentage of high school graduates drawn to VCSC, and others are examples of this type. The most important factors were not in the Editor's Note.

The most important factors were controllable factors, that is factors that the College community could manipulate to its advantage. Example: VCSC controls resource allocation within the College. Stop?

Newsee: "NO." Instruction remains to be the main mission of the College. How has instruction changed since 1980?

VC/90/SC: Instruction consists of many elements. Curriculum, faculty, facilities, and administration being the most important elements for which the College set objectives in 1980. Athletics can also be included as a specific curricula area developing the physical being of one's self.

First, take the overall curricula innovations that were planned. Overall curricula changes, those cutting across discipline areas, such as integration of the computer into the classroom, the teaching of diverse cultures, energy and environmental components in a wide range of courses, an increased emphasis on planning methods and techniques, and upgrading courses for professionals, all entail faculty upgrading or development. However, external funding was available for faculty development until October 1, 1983; then again from June 30, 1988, up to the present. The interim period was for all practical purposes devoid of such activity. Declining enrollments and a tighter state budget greatly contributed to the lack of funding at a state level. Progress on the above overall curricula changes fell considerably short of expectations. The College was not able to use alternative approaches for faculty development. Stop?

Newsee: "NO." What are the alternatives and exactly how short of expectations did they fall?

VC/90/SC: The President of the College should be the one to release or not release the specific details. To continue, other overall curriculum changes not depending on faculty development faired well. More courses are open to challenge, credit for knowledge gained through life experience grew, contemporary issues are now discussed in the majority of courses, and growth in career counseling was close to what was expected.

Specific curriculum and program additions did not take place due to the drop in enrollment. There were two program additions and four deletions. Twenty new courses were instituted and twenty-four deleted. Part-time faculty was cut where full-time faculty had the expertise to assume the courses. It was still necessary to eliminate two full-time faculty positions.

Facility changes focused on those necessary to meet federal and state regulations. Second priority was maintenance. Instruction-dictated changes assumed third priority. There was no room for the administration to rearrange these priorities. There exist now more rooms for individual or small group activities than ten years ago. This was a function of the decline in enrollment. Stop?

Newsee: "NO." What facility changes were necessary due to federal and state regulations?

VC/90/SC: The first change was providing accessibility to all rooms on campus for the handicapped. This entailed installing elevators, ramps, and wider doors in most areas, for example. Secondly, after changing the power plant over from oil to coal in 1980, additional pollution regulations to curb acid rain were implemented. It was necessary to do this during a time when coal increased in price to a level comparable to fuel oil. The most recent change was mandated by H.R. 11792 passed on February 13, 1988. The bill mandated that all educational media and communication equipment be as accessible as possible to the handicapped. This necessitated massive equipment changes and modifications. Stop?

Newsee: "NO." What changes have been made in student affairs since enrollment has declined?

VC/90/SC: The College continues to attract the same percentage of high school graduates as in 1980, but the additional five percent decline did have its effect. Maintaining this level was only possible through a continued recruitment program. The high placement record was in part possible because of the excellent career counseling, and, in part, due to the sophisticated placement program. Inflation, as well as federal and state budget cuts, reduced the amount of student aid available from private and public sources. This definitely caused a reduced number of students who could afford the tuition, board and room, and fees of $1,380 per quarter up from $560.83 per quarter in 1980. The College does presently offer an expanded evening and refresher or basic course program. Two student organizations have become inactive over the past ten years, and no new ones have been created. Stop?

Newsee: "NO." Public service is another important mission of Valley City State College. How has public service changed since 1980?

VC/90/SC: Public service has many facets. The biggest change is the wide participation of community people on the College's decision making bodies. Another change was in the extensive public relations activities. The media is used extensively to disseminate information. Information not only about the College itself but also government information that potentially could be helpful to the general public. A more extensive and diverse cultural program has been developed. Many faculty have undertaken consulting and providing on-site employee development programs and other services to the community. More night classes are offered. Outreach programs have not expanded since mid-1982 due to cost considerations. Stop?

Newsee: "NO." The College also has research as part of its mission. What changes have been made in this area?

VC/90/SC: Research can be split into basic and applied. Basic research has focused on appropriate energy and environmental issues of the immediate service area. Example: Air and water quality levels. The greatest strides have been in applied research. This is due to the establishment of the statewide computer network established in 1979 and expanded in 1986.The expansion was accomplished by hooking up with other computer networks around the country. One disappointment is that these capabilities are not available in as many classrooms as was desired. Institutional data focused on cost effectiveness to direct internal resource allocation. Stop?

Newsee: "Yes." Thank you.

SUMMARY

Needless to say, the subsequent two installments in VC/90/SC's interview could be added to the Planning Model as it is updated in the 1980s and revised in 1990. The impersonal responses from the computer provide planners and those responsible for bringing to realization the objectives and goals of the Plan an indication of the direct cause/effect relationship between the imponderables of the future and the variety of actions and policy considerations necessary to face the future. As is evident in the interviews, external forces will undoubtedly influence which of the scenarios will prevail in the 1980s. However, the interviews clarify for us tactical objectives which need to be achieved soon and provide us with an understanding of what policies need to be adopted to cause the best possible accomplishment of VCSC's goals and objectives for the 1980s. In short, the scenario, as well as the establishment of goals and objectives, offers no immediate solutions to current and long range problems. However, the entire purpose of presenting alternative scenarios is to encourage planners to suggest policies which offer a rationalized approach to the future.

CHAPTER FOUR

Policy Recommendations for the 1980s

Policy Recommendations for the 1980s

The educational significance of projecting institutional goals and objectives from a firm data base is that the College will be able to choose rationally among alternative futures, ceteris paribus, and in the process of doing so begin to fulfill our own educational and social prophecies with respect to the quality of life we want to achieve. Basic to the achievement of goals and objectives in the 1980s will be the implementation and continued support for policies which are conducive to change. Stages 9 and 10 of the planning model suggested to planners a methodology and matrix for forecasting appropriate policy changes. Planners were required to anticipate the probable effects, consequences, and results of the achievement of objectives and goals in the 1980s.

The object of this final stage of the planning process was to arrive at a set of policy recommendations or guidelines which would create clear parameters for the suggested courses of action necessary to achieve goals in the 1980s. The planners followed the general outline of the procedures in Stages 9 and 10 of the AASCU planning model. Somewhat limited by time, planners shortened the complicated procedures in Stages 9 and 10 to a one-step anlaysis and projection of policy parameters for the 1980s. The resulting set of policy recommendations include a sifting process, which should minimize the possibility of policy enactments working at cross-purposes or the implementation of policies which are contradictory or harmful to the goals of the institution in the 1980s. The policy recommendations are broad and intended only to suggest boundaries within which the preceding goals and objectives may be more easily acheived.

Policies for the 1980s

1. An emphasis on the recruitment of non-traditional students in the 1980s will require a reconsideration of institutional policies in the admission, advising, and validating of life experience learning for the non-traditional student. Institutional membership in the *Cooperative Assessment of Experiential Learning* should be continued. Valley City State College should work towards the implementation of CAEL and ACE standards in developing policies for the

recognition of life experience learning in each appropriate academic program.

2. Current policies encouraging faculty development should be continued and broadened to include incentives for faculty to up-grade and refresh their instructional skills as well as subject matter competencies. Priorities for awarding developmental leaves, release time, or grants for individualized faculty growth projects should be established on the basis of the divisional or departmental objectives outlined in the Planning Manual and revised annually.
3. The Faculty Association and the Administration should develop and implement a policy which would provide release time to faculty with specialized knowledge and/or needed expertise to train other faculty in specific areas of competence required for the accomplishment of institutional goals and objectives.
4. The Faculty Association and the Administration should develop a policy to encourage the use of visiting scholars or consultants to train faculty in specialized areas of competence when no local expertise is available. In an age of energy shortages and high travel costs, it may be more cost efficient to bring the expertise to campus than to send faculty to the expertise.
5. In conducting evaluations of academic programs, cost effective data should be considered important. However, considerations such as the overall integrity of the baccalaureate curricula, the relative nature of support costs in equipment and laboratory intensive programs, and other non-cost considerations must be considered in the assessment of the overall value of any given academic program to the college's mission.
6. Prior to the advertisement of replacement or new positions in the faculty or administrative staff, the *Planning Manual* should be consulted by those responsible for the hiring process to determine with some precision the needed skills to accomplish institutional and departmental objectives.
7. As a matter of policy, curricula modifications, course changes, and new academic programs will be developed in accordance with priorities established in the *Planning Manual* and will be implemented or requested only when the faculty competencies, equipment, and facilities are present to offer a quality program.

8. The primary consideration for approving course changes, program additions and deletions, and other curricula changes will be the integrity of the overall undergraduate curriculum. Decisions relating to academic programs will involve input from faculty, staff, students, and appropriate public constituencies of the college. Decisions concerning curriculum will be based on hard objective data and justified in light of the evolving *Planning Manual.*
9. As a matter of policy, the College will require that each academic program under its jurisdiction be submitted to a thorough and complete program evaluation at least once evey five years. Annual and less formal program reviews should be continued.
10. As a matter of policy, the College will attempt to expand its capability in providing information to the general public through the mass media. An increased effort will be made to utilize the media in providing off-campus instruction.
11. Central office adminstrative areas will continue to be evaluated by the President of the College using a modified Management by Objectives approach to develop strategies for the achievement of institutional goals. Such evaluations will take place annually or at intervals determined by the President of the College.
12. The College will continue its commitment to a comprehensive and fair assessment and evaluation of faculty performance. Revisions in the faculty evaluation policy to include new types of faculty growth and development data will be considered for adoption whenever appropriate.
13. As a matter of policy, the *Long Range Plan* contained in the *Valley City State College Planning Manual* will be assessed annually by a committee of administrators, faculty, students, and representatives of the College's service area. The results of the annual assessment will be submitted to the President of the College for review and included in revisions of the *Planning Manual.*
14. As a matter of policy, Valley City State College's faculty and administration will continue and expand the use of Computer Assisted Instruction in the undergraduate curricula.
15. As a matter of policy, Valley City State College will continue to explore and implement appropriate ways of adding

flexibility in degree programs. Specifically, the college will be prepared to respond to anticipated and unanticipated changes in elementary and secondary school training.

16. The concept of life long educational opportunity extending to age 80 or beyond needs to be contemplated. The age group of 55 and above constitutes an unexplored educational region for Valley City State College. Studies in this area need to involve both policy (admission, credit, tuition, etc.) and program (content, goals, individualization, new courses, course reorganization, etc.). As a matter of policy, it would be desirable for Valley City State College to establish a task force of faculty and administrators to explore alternative futures for the growing populace in its service area over the age of 55. Contemporary post-secondary resources for educating the growing above-55 segment of the population need to be explored.
17. As a matter of policy, Valley City State College should conduct a study to determine the feasibility of implementing an experimental seamless curriculum continuum in its predominately rural service area. It has been a traditional wisdom in higher education that the seamless learning continuum can only be effected in a large educational unit or in a larger metropolitan area. However, this conventional wisdom needs to be tested. The provision of "communiversity" resources for non-terminal and highly diversified post-secondary education on a credit and non-credit basis may be applicable on a wide scale to smaller communities in a rural setting.
18. As a matter of policy, Valley City State College should emphasize an advisement and career counseling program which stresses the learner's optimum development and the creation of positive self-images as well as the development of suitable future-focused role images. The future-focused role image encourages the student to extend forward through time to delineate a realistic, motivating concept of the options he or she has in working toward a life-role that brings satisfaction and promises self-respect and dignity.

19. As a matter of policy, Valley City State College will continue and expand efforts to prepare future-oriented teachers for the 1990's classrooms. The curriculum thrust in Teacher Education will sensitize prospective teachers to alternative social, biological, and technological futures and problems, as well as include new content and recent developments in methods, and emphasize strategies for coping with information overload in academic specialties. The College will undertake a major effort to prepare teachers not only for today's schools, but also for tommorow's schools and environment.
20. As a matter of policy, Valley City State College will place more emphasis on the importance of mature students being involved in and responsible for planning their own programs.
21. As a matter of policy, Valley City State College will place emphasis in the next several years on change strategies and proportionately less emphasis on innovations. The Planning Manual has shown new directions. The emphasis should now stress the how-to-proceed tactics.

SUMMARY

This Planning Manual is intended to be the initial rather than the final word on Valley City State College's plans for the 1980s. The focus of the futures planning process outlined in this Manual is on conceptualizing and on creating a better human and physical environment at Valley City State College as a result of considering alternatives and their consequences before they are translated into action. Probably the most significant advantage of the AASCU planning model was that it required planners to avoid the pitfalls of generating goals and objectives on the basis of past and present conditions and circumstances. Long range plans which merely reform the past or refine the advantages and errors of the present generally have a short-lived usefulness in the future. By literally forcing planners to move not only from theory to practice, but also from the future to the present, the AASCU planning model afforded planners an opportunity as well as procedures for chosing methodically among the best of foreseeable alternatives. Explicitly, the futures research process and the planning paradigm utilized in this Planning Manual appears to have had the following merits:

(1) To provide clues to the probable developments in the biological, physical, social sciences, and in technology and economics which will have a bearing on higher education.

(2) To establish early warning signals with regard to potential problems or developments likely to influence higher education and Valley City State College.

(3) To identify educational indicators (analogous to established social indicators) which will help guide policy-making decisions at Valley City State College in the 1980s.

(4) To keep educators and planners advised of futures planning in other fields which have a bearing on higher education.

(5) To provide techniques (e.g., cross-impact analyses) which can be adapted to the administration of planning in higher education.

(6) To supply the means of identifying specific projects which need to be supported or subjected to additional study in the 1980s.

(7) To provide a way to obtain through a consensus methodology a reasoned working agreement amongst

faculty, students, and administration as to educational changes required at Valley City State College in the 1980s.

(8) To make the continued use of policy research to determine what appear to be the best choices among a variety of self-fulfilling prophecies concerning the 1980s and even 1990s.

(9) To afford an effective means of increasing the value of broadbased participation and sound group processes and decreasing decision-making based on hunches or intuition, expedience or presumed self-interest.

(10) To provide a focus, at state and local levels and for the various publics of Valley City State College, on the constructive, optimistic planning activities and follow-up strategies during the 1980s.

The overwhelming factor that emerges from the planning efforts described in this Planning Manual is that the process is a beginning. The forecasting of trends and values; the establishment of strategies, objectives, goals, and policy parameters for the 1980s provide administrators, faculty, and students with directions for the 1980s. The totality of these directions has been designed to assist Valley City State College's constituents to continue to serve its traditional mission of quality undergraduate education with a greater attention to the details and refinement of technique.

Ultimately, whether the planning process succeeds or fails will be determined by the ability of faculty and administration to sustain institutional vitality not so much by heroics and major new departures from past success, but through the intelligent use of new techniques and human talents. Part of the success or failure of any plan is the basic matter of good fortune and the exploitation of opportunities. It is hoped that the planning process will continue to provide those responsible for policy decisions with a hedge on the unexpected and the consequent talent to develop the resources needed for change.

APPENDICES

APPENDIX A

THE LONG RANGE PLANNING COMMITTEE: PURPOSE, MEMBERSHIP, AND REPORTS

PURPOSE

The purpose of the Long Range Planning Committee of Valley City State College will be to develop in the College a capability for and experience in mid-range and long-range academic planning in order to assist in the definition of important choices that may affect the future of the College. The Long Range Planning Committee will accomplish its mission by using appropriate planning models and by involving the college community in the consideration of alternative courses of action that arise from its deliberations. The Long Range Planning Committee will seek to develop alternatives and goals for the College's future and present alternative choices to the President of the College, the Faculty Executive Council and the College Curriculum Committee for consideration, alteration, adoption, or rejection. As a standing committee, the Long Range Planning Committee will meet periodically to revise the academic planning efforts of VCSC.

MEMBERSHIP

The Long Range Planning Committee is a joint effort of the faculty, administration, and students of VCSC and representatives from the Valley City community and VCSC Alumni. The Long Range Planning Committee will be chaired by the Academic Dean and its administrative members will include the Director of Admissions and Records, the Dean of Administrative Affairs, and the Dean of Students. The President of the Student Senate and the President of the Faculty Association shall be invited to participate in all meetings or to designate individuals to represent them.

Faculty representatives on the committee will be appointed by the President of the College and care will be taken to insure representation of each Academic Division. Community representatives will also be selected by the President of the College and care will be taken to provide a broad representation of the professional and business community.

REPORTS

The Long Range Planning Committee reports through its chairperson to the President of the College. The Long Range Planning Committee will also provide periodic progress reports to the Faculty Excutive Council and the Student Senate. All reports carrying formal recommendations shall be delivered to the President of the College.

APPENDIX B

GLOSSARY OF SOME KEY WORDS IN THE PLANNING PROCESS

A number of terms used in the planning process have a specific meaning. Selected key words are defined briefly in order to have a common reference of understanding.

ASSUMPTION

An assumption is a proposition describing future conditions, some of which the institution has little control over. The level of certainty assigned to an assumption determines the level of precision it is allowed in subsequent planning. The greater the uncertainty about the assumption, the greater must be the range of flexibility/hedging/options the institution retains against the non-assumed condition. Raising the certainty level of an assumption yields greater planning precision, better long term goals effectiveness and improved cost efficiency and program effectiveness. A planning assumption proposition can be internal to the institution or external to it. One criterion which is used in making a decision about inclusion or exclusion of a specific proposition at the institutional level rests on whether or not the assumption has a direct bearing on setting goals and objectives at that level.

CLIMATE

The internal institutional environment, especially as perceived by the present members of the institution.

COMPETITION

Any options available to a market that would enable it to satisfy the same needs that a college is trying to satisfy.

ENVIRONMENT

All the factors that have the potential for affecting an institution but over which the institution has little or no control. The market competition is part of the environment.

EVALUATION

"The process of assessing the actual performance of the institution, as weighed against the intended outcome and measurable objectives. (Gerald L. McManis and L. James Harvey, Planning, Management, and Evaluation System in Higher Education, Littleton, Colorado, Ireland Educational Corporation, 1978, p. 6.)

GLOSSARY OF SOME KEY WORDS IN THE PLANNING PROCESS

GOAL

Goals and objectives are the foundation of the planning process, and it is vital for them to be clearly defined. Goals are defined as the desired end results over long periods of time (e.g., 3-10 years). Goals and objectives are often used interchangeably, but this is wrong. They differ in terms of their time frame, measurability and sequence. Goals are long run and the end result; objectives are short range and are steps in the direction of attaining a goal. Objectives are the measurable attainments or desired results over a short period of time (e.g., one year). Objectives are generally regarded as progressive steps toward a goal. Thus, a series of objectives should lead to one's goal. Goals must be established before objectives are specified.

"A general statement of a desired outcome. It is usually timeless and not measurable as stated. Goals grow out of an institution's mission and are broader than objectives. At best, they indicate a general sense of institutional direction." (McManis and Harvey, p. 5)

IMAGE

The perception that outsiders have of an institution.

MANAGEMENT

"Those management process, systems, and techniques which are used by decision makers to achieve the institutional objectives which are derived from the planning process." (McManis and Harvey, p. 6.)

MARKETS

Any public having a present or potential interest in a transactional relationship with an institution.

MARKET ANALYSIS

An organized effort to identify and/or describe relationships between the needs of markets and the needs and mission of an institution, expecially as this effort is applied to studying new or existing programs.

GLOSSARY OF SOME KEY WORDS IN THE PLANNING PROCESS

MARKET SEGMENT

Any group, within a market, that is distinguished by one or more common characteristics of present or potential significance to an institution.

MARKETING

The pursuit of the college mission by the systematic cultivation of need-satisfying exchanges with selected groups or individuals at the right time, place, and price.

MARKETING PLAN

A coherent approach to the use of marketing principles and techniques to develop programs and markets; a set of marketing strategies.

MARKETING STRATEGY

A specific application of marketing ideas to achieve a specific objective or set of objectives.

OBJECTIVE

"A statement growing out of a goal which has a specific outcome, is measurable, and is set within a time frame. If properly stated, one can always tell whether an objective has been met." (McManis and Harvey, p. 5.)

POSITIONING

Identifying, describing, and filling a place among the competitors for a market.

PROGRAM

A set of education activities that, operating collectively, achieves a well-defined learning objective or set of objectives within a specified time frame. Programs can be viewed as having three formats: (1) content format, (2) delivery system or structure, and (3) evaluation format. Content format is the way knowledge, skills, and attitudes are arrayed. Delivery system or structure refers to the method the content is presented to learners. Evaluation format refers to the distinctive way of measuring student learning outcomes.

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GLOSSARY OF SOME KEY WORDS IN THE PLANNING PROCESS

PROGRAM DEVELOPMENT

The institutional effort to create and maintain programs that realize the institutional mission by satisfying selected needs of selected persons.

PUBLICS

Any group of people who have an interest in, and association with, or an impact on an institution.

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APPENDIX C

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

ENERGY

1. U.S. total demand will double annually prior to year 2,000.

2. It is necessary for the national consciousness to accept a community priority towards conservation - higher education's part in this realization will be important.

3. Nuclear energy will continue to be important in the nation and a major bone of contention.

4. North Dakota will increase natural gas production and coal production - coal production will increase from 13 to 35 million tons annually.

5. North Dakota will probably be unique in that fewer shortages in any form of energy will exist within the state -- congressional action may divert re-imported energy sources.

6. Energy-related inflation will be great, but North Dakota should benefit because of the potential for production in the state.

ENVIRONMENT

1. We have a situation that is detrimental to life and yet the public, for the most part, does not believe the seriousness of the situation.

2. The basic cause of all environmental problems is economics: it's a known fact that ". . . technology that produces pollution is generally cheaper."

3. One criticism of environmental protection has been that it eliminates jobs, when in reality it "has cost very few jobs. In fact, expenditures on environmental protection create new jobs and generate economic activity, and these provide real economic benefits."

4. Most work has been concentrated on the three major types of pollution: noise, water, and air.

    a. Regionally, noise pollution is not considered a serious problem on a community level.

    b. Currently, air pollution is not of a significant nature in North Dakota. However, with more reliance on coal, and with three coal-fired powerplants proposed for ND, SO_2 and NO_2 pollution is a distinct possibility.

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

   c. Locally, these problems are of great concern. Eutrophication of lakes and rivers means foul smells, dead fish, limited water recreation, and the necessity of increased water purification. The need for control of pollution is obvious.

5. Eventually land use legislation and regulation of nonpoint pollution, along with increased monitoring, will attempt to control this water pollution, where private and local control has failed or is nonexistant.

6. The biggest concern with toxic materials is their ability to cause cancer (90 percent of all cancer is related to environmental factors) and other health problems.

   a. The problem is potentially critical; once polluted by a persistent toxic material, a ground water aquifer may take decades to even centuries to recover. This problem is of concern in the Northeast, but it may well be widespread. Unfortunately, the facts are few and understanding is limited.

   b. Nuclear wastes must be included in any discussion of toxic materials.

7. Environmentalists believe that most options for future energy supply will prove expensive in real terms, so it can be expected that most materials prices will rise in the future, while those of genuinely scarce materials will rise soon.

   a. The problem is that we are a "throw away" society; "our national attitudes, habits, and policies are based on high consumption of virgin resources and we have often been opposed to recycling."

   b. The loss of each species of plant or animal obviously detracts from the beauty and recreational aspects of the world, but the real danger is that we do not know exactly what effect each species has on the ecosystem.

8. It is clear that land use problems will increase in the U.S.

   a. On the topic of land use, Kahm suggests creating three areas: most protected regions (wilderness), populated areas (residential, industrial, commercial, and farming), and junk piles (land for strip-mining, dumps, power lines, oil fields, etc.).

   b. Land use legislation is inevitable.

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

9. Depending on the source, the future of U.S. croplands is either bleak--a serious lack of arable lands due to environmental destruction--or good--soil erosion has lessened in recent years. Accurate predictions are not possible, because of the many variables, but several possibilities are known.

   a. Deforestation estimates of present losses give rise to a pessimistic outlook, suggesting that the world will lose close to one-third of its arable lands by the end of the century.

   b. While North Dakota is not in direct danger of the problems of deforestation, parts of the Western United States are. A change in weather patterns caused by desertification could have a sudden and drastic effect on North Dakota agriculture. Declining productivity elsewhere will put more demand on North Dakota.

   c. Still another environmental concern to agriculture is that of weather modification due to air pollution. The part of the ecosphere most sensitive to climatic change. . . is agriculture. . . A small change in average conditions can change the extreme enough to change the length of the growing season substantially.

   d. Unpredictable or unstable weather means decreased agricultural production due to crop losses, shorter growing seasons, floodings, etc.

10. It has been found that "despite the vast growth in synthetic pesticides over the past 30 years, annual losses in all categories of pests, as a percentage of total potential crops, appear not to have declined."

    a. And yet, pesticide use increases 6 percent per year and continues to cause environmental problems and concerns.

    b. A promising alternative to pesticides is integrated pest management (IPM), which uses all suitable techniques and information to reduce pests.

11. Summary.

    a. The biggest challenge is identifying the trouble and educating the public about the problems and the solutions, and then adapting our lifestyles to accommodate them.

    b. Cecil Andrus says, "somewhere along the line, and soon, we will have to reshape the current American Dream of ever increasing wealth . . . perhaps it's now time to strive for spiritual riches--riches that come from harmony with our fellow man and with our environment.

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

c. We as a global society are going to have to harmonize socio-economical and environmental goals by redefining patterns of resource use and the uses of growth. This harmonizing is best done at a local and regional level where its possible to take into account the diversity of resources and aspirations and needs of the people.

SCIENCE AND TECHNOLOGY

1. This is slowly shifting to finding solutions to problems of the world as we have made it. Much will be expected of technology. A common cliche is to use the phrase "if they can put a man on the moon, why can't they. . .", before eluding to some formidable task facing our society.

2. It appears that the technological and scientific community faces many problem areas, including (1) agricultural and industrial production and pollution; (2) communication and knowledge dissemination; (3) transportation; (4) biomedical and health care; (5) military weaponry; (6) geological, oceanographic and space exploration; and (7) energy.

   a. In the area of agriculture it is unlikely that our society will shift from an energy intensive back to labor intensive farming. Advances in technique will probably be of more importance than new hardware.

   b. In the field of communication there will be rapid advances. Communication systems will begin to replace transportation systems. Business done by phone or computer link-ups, education by television and home computer, classroom learning augmented by programs and simulations, and global news and opinions disseminated by satellite networks are some possibilities. Computer technology will be on the rapid increase. It will be applied in such areas as banking, marketing, medicine, factory assembly lines, home use, and advanced communication.

   c. Society will have to adapt to machines in a more informed manner. Also, the danger of a "computer elite" dominating the rest of society must be avoided.

   d. The trend will unfortunately be towards smaller private vehicles instead of mass transit.

   e. One of the most rapidly expanding areas is in biology and medicine.

   f. Society will possibly be modified by the altering of basic biological processes. A trend towards "evolving" artificially a better human race will be strongly developed over the next ten years. Society will thus be faced with many choices on how much, how soon. Many of these things will be anxiety producing and disturbing.

g. The proliferation of nuclear weaponry and conventional arms will accelerate.

h. Continued exploration in space and in the ocean will yield new knowledge. Its immediate application is unlikely, however, and its impact will be minimal.

i. In the field of energy, advances in solar power will occur. Greater use and interest in solar energy for homes is likely.

j. Advances in nuclear fusion will occur, but commercial exploitation will be 40 years away.

3. In conclusion, all indications are that an age of technology, affecting all aspects of our lives and culture has already begun, and will flourish over the next century. Thus, the decade to come will see the beginnings of a switch from the fossil fuel dominated industrial age to the computer, fusion and solar energy oriented age of technology. Advances in biology and medicine will be dramatic. Mankind is on the verge of creating a "Brave New World." It is necessary that man, the creator, be able to live in better harmony with the world of his making than the one he dwells in now.

GLOBAL AFFAIRS

1. Global affairs during the next decade will reflect growing imbalances in a number of areas. Food, capital, raw materials, and technology will no longer be dominated by a few fantastically wealthy, industrialized nations in the Northern hemisphere. The inability of any one country or currently existing group of countries to produce competition even among previously close allies to secure the needed supplies.

2. During the next ten years, barring major technological innovation, the oil exporting nations of the Middle East and Nigeria, Venezuela, and Mexico will play an increasingly important role in global politics.

3. The increasing ability of the less developed countries to cooperate will narrow the options available to the developed world, making the North/South dialogue increasingly difficult for the North. Such cooperation is evident in the success of OPEC and the efforts of the Group of 77 at the 1976 UNCTAD conference in Narobi to move toward the indexing of raw material prices to those of industrial goods.

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

4. Another trend in the foreseeable future will be the growing political importance of multinational corporations. MNC's have long been identified with the post-colonial exploitation of the underdeveloped world, but the growing economic interdependence of all countries seems virtually certain to increase the MNC's role everywhere, as it becomes vital for companies to seek materials and to protect interests abroad.

5. The increasingly international nature of business will also make countries vulnerable to economic shifts overseas, and default by countries, like Italy and Egypt, which have chronic balance of payment problems, might threaten other national economies and even world-wide collapse.

6. Despite some efforts at strategic arms limitation, there seems to be little evidence that the arms race will subside in the 1980s. More account will have to be taken of China, if it modernizes on the scale now planned.

7. More likely is a continued struggle for influence with the Soviet Union seeking to isolate the United States from its European allies, freeing Moscow to face the threat from China.

8. American policy must be adjusted to ensure that vital interests, strategic and material, in these areas are not compromised.

GOVERNMENTAL TRENDS IN THE NEXT DECADE

1. The trend area of government in the next ten years will follow a pattern began in the last decade. Government at the National and Regional levels will provide more service for its citizens. The development of human resources will be a main concern of our government.

2. The growth of federal government and its impact upon society is due to the incapacity of state and local governments to cope with the problems of recent decades and the national character of many new problems.

3. Recent trends have pointed toward a growing interest in new approaches to organization and management aims at the design of systems that will be responsive to new problems in a continuing way.

4. The problem of sex bias and sex stereotyping will continue to plague us in the next decade and labor will make new commitments to ease this problem.

VERBATIM SUMMARY OF IDEAS IN
TREND AREA POSITION PAPERS

5. Government supported race conscience programs will help minorities to overcome the bias now seen in the labor force and government.

6. Government granted multifaceted financial assistance programs will provide for grants, loans, and work study opportunities on an individual basis and will be available to all students who have a need.

7. New trends in support will be for the federal government to support quality of education. Money will be available to institutions who utilize alternative learning settings, and innovative programs on traditional campuses. Colleges and universities will also have to emphasize their support to local schools, their continued education opportunities, and their available advice and expertise.

8. A governmental goal will be to provide an individualized education plan for every American. The task ahead is to assist students to become self-propelling and self-motivating learners throughout their lives.

WORK

1. A review of current literature on the trend area of work revealed contradictory future expectations.

    a. Many sources maintain that a majority of people can expect to have several careers during the course of a lifetime, partly by force of circumstances, but also by choice.

    b. People will need to be prepared for careers which may involve abrupt shifts and requirements for learning new skills.

    c. The worker of tomorrow will have to become something of a scholar and today's scholar will have to learn communication, administration, and other practical skills to stay on top.

    d. Job obsolescence will be a factor with which to reckon. Many jobs will become obsolete so quickly that no one will think in terms of career education but rather of a lifetime of multiple careers.

2. Opposing perspectives indicate that despite increased desire among United States' workers for career change and improvement, economic and demographic factors during the next decade will prob-

ably be too strong to permit a satisfying degree of occupational mobility.

a. There will be a lesser amount of vertical career mobility within the middle-aged cohort.

b. Pressure will be brought for even earlier compulsory retirement.

3. Two current problems existing within our society are the sustained threat of unemployment and the grievances about underemployment. In the mid-1980s there may be less unemployment, but there will still be a persistant underemployment problem.

a. Concerning the underemployment issue, there simply will not be enough employment to absorb all of the people whose training was based on the prospect of securing a specific king of employment. As long as educational institutions operate with the underlying belief that the main purpose of education is to prepare people for specific jobs, dissatisfaction and charges of underemployment will result. By narrowing their sense of purpose in this way, institutions may be denying the fluctuation realities of comtemporary life.

b. We can expect continued high unemployment along with increasing amounts of job stagnation, boredom, and the underemployment of skills and knowledge provided by formal education.

c. With an emphasis being placed on white-collar employment, the number of people seeking that employment will out-strip the available jobs. Because of this factor, colleges will have a responsibility to provide job preparation in alternative fields.

d. College students may come to view education as an important ingredient of the good life, whether or not their education is relevant to their jobs.

4. Many futurists firmly believe that the primary function of colleges ought to be to teach people how to learn. The main purpose of education probably should not be to prepare people for specific jobs. The concept of education as preparation for life may become increasingly obsolete. The function of education appears to be evolving into a lifelong activity. The need for lifelong learning may become a generally accepted principle.

5. Institutions of higher education may be forced to reevaluate

their educational programs and their enrollment prospects in the light of the altered labor market outlook for college-trained personnel.

PARTICIPATION

1. Greater participation by the people in the arenas of business and government is inevitable with higher educational levels.

   a. Participation in government will increase more at the local (not necessarily Valley City or Barnes County) than the national level.

2. Participation in business is already occurring around the world in such places as Yugoslavia, Sweden and the United States besides others. Participation in the United States is fairly recent and limited. A few businesses in the United States have used flexitime, fringe benefits smorgasbord style, worker membership, pace, quality control, etc. This should increase in the future at a relative slow rate.

3. Participation on all levels will increase in both the public and private sectors as educational levels increase during the next ten years.

   a. Regionally and locally participation will increase more in the public rather than in the private sector.

   b. Regionally and locally the predominate business enterprise is small and/or agricultural. Small family owned businesses do not lend themselves to participation. The owners usually wish to keep tight control thus not allowing participation. However, in the public arena no such restraint exists.

   c. An increase in participation can be expected both locally and regionally. Preparing individuals to participate will be a challenge for higher education.

LIFE STYLE

1. An examination of the literature in this area indicates four national trends that will have effect on the life style in the state of North Dakota and which will ultimately effect Valley City State College. These four areas are: 1) Income patterns, 2) Changing technology, 3) Conservation, and 4) Changing values.

   a. Life style is determined in large degree by the amount of money that people have to spend.

   b. The average GNP growth in the 1980s will be below the 1950-1973 period for the following reasons: 1) Inflation will continue at a high level. 2) Energy will become increasingly expensive. 3) the population birthrate will continue to decline in the rural areas and in smaller towns.

c. Post-secondary education will be necessary for an increasing percentage of each high school graduating class. Further, it would appear that the rapidly changing needs of the goods and services area will require retraining for a high percentage of individuals throughout their working lives emphasizing the economic necessity of life-long learning.

2. Changing technology.

   a. Perhaps the most significant impact caused by changing technology will be the growth in the utilization of the computer.

   b. Extended life span could readily effect the length of careers and the need for education both for work and leisure activities.

3. Conservation. The problems attendant to the decline of the petroleum based energy source will cause considerable change in the life styles of individuals.

   a. This restriction on personal transportation could well discourage shopping in more distant metropolitan areas and encourage flow areas surrounding smaller cities and towns in North Dakota.

   b. Leisure time activities can be expected to change reducing emphasis on those activities that require the use of highly expensive energy sources and encouraging a wide variety of games and activities that will develop physical health through exercise without utilizing rapidly declining fuel sources.

4. Values determine the way people act, how they feel about themselves and what they regard as acceptable or correct behavior. Some of the value changes that may well be important to future life styles would be: 1) growth of feminism, 2) increased demand for personal safety, 3) concern about privacy, 4) physical fitness and well being, 5) increased interest in individual intellectual and aesthetic growth, and 6) acceptance of widely varying family patterns.

ECONOMY

1. The economy will continue to grow, albeit at a slower rate of about two to three percent increase annually in gross national product.

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

a. There will be a continued decline, percentage wise, in agricultural and manufacturing employment and an increased percentage in service and information employment.

b. The interdependence between nations will be accented. The interdependence of Western Europe and the United States will become less as the dependence of Western Europe and the United States on Third World and underdeveloped nations increases.

c. As the Third World and underdeveloped nations strive for and attain a higher standard of living, they will demand more and more of the goods associated with an affluent society.

d. The demand for food worldwide will increase due to increased affluence and increases in population. This should help the economy nationally and especially regionally and locally.

e. The self-fulfillment will not focus on material needs in the United States but rather on self-development and personal areas of interest.

2. The economic outlook for North Dakota is good. Primarily this is due to the increased demand for food. However, energy will gain importance as the nation switches from petroleum to coal. The national economy will experience larger economic fluctuations than North Dakota. The reason North Dakota will not be affected as much is due to the economy being based on agriculture.

3. Locally the economy will be strong and expanding. The growth will depend to a large degree on the ability and willingness of the community to attract and hold new businesses.

MINORITIES

1. An examination of the literature concerning the future of Minority Groups in the United States would seem to indicate the following major trends: 1) continued growth and acceptance of the concepts surrounding cultural pluralism, 2) a continued increase in the numbers of minority group members entering the middle class as determined by life style, income, and education while retaining a strong cultural identity, 3) a continuing movement from the rural agricultural environment to an urban setting.

   a. Trends identifiable under North Dakota Indians are: 1) increasing interest and demands for education opportunity for

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

Indian children, 2) demand for adequate health service among the rural Indian population, 3) increased interest in participation in local and state government, 4) continuing growth of Indian organizations both for self-help and as advocacy groups working for the betterment of Indians within the state.

b. Women as a group will undoubtedly have the most significant impact upon Valley City State College. The following trends would seem to have local as well as national impact upon women and their changing role in the future. 1) The life style of women will include a career as well as homemaking and motherhood. 2) The number of traditional marriages will continue to decrease somewhat as society becomes more accepting of a variety of different living arrangements.

2. Numbers of women will continue to increase in proportion in the labor force. As a result, there will be an increasing demand for child care agencies.

3. The gap between men's and women's income levels will not close due largely to the in and out participation in the labor force elected by many women.

4. It seems likely that there will be an increasing demand for adult education of women and minority groups both at the bachelors degree level and beyond as well as education for leisure time activities for the development of personal interests.

POPULATION AND HUMAN SETTLEMENTS

1. All projections of population growth for the United States point to a continued but slower paced increase than in the past.

2. *Current Population Reports* also indicates continued growth for North Dakota. With a current population of 653,000 North Dakota has gained 35,000 people over the 1970 census figure of 618,000 (see *The Valley City Times-Record*; February 2, 1978). On the basis of this figure, it seems safe to project 698,000 by 1990 and 732,000 for the year 2000. A serious economic depression, war, or other unforeseen variable could, however, upset this pattern.

3. Advocates of Zero Population Growth, or ZPG, assume that the 1.76 birthrate of 1976 will persist into the future. This would lead to a stabilized population sometime after the year 2000.

VERBATIM SUMMARY OF IDEAS IN TREND AREA POSITION PAPERS

4. The unusually large number of females in this age cohort in combination with a projected fertility rate of 2.17 children means more women having fewer children. This situation may create a second-wave effect that would start an upswing in school populations by the mid-1980s (see The Futurist, February, 1978).

5. A third view held by demographers such as Richard Easterlin and Samuel Preston predicts a "Cyclical Upswing" in the birthrate commencing in 1980 (see Passages, April, 1978). Their projections are based on an increased sense of economic well-being, an increase in the marriage rate, and a decline in the divorce rate. They predict 4,000,000 births for 1980 compared to 3,731,368 for 1970 and an all time high of 5,000,000 for 1990. If 4,000,000 children are conceived in 1980, they will begin entering the college age population in 1998.

6. In past years, North Dakota has lost population due to out migration from the state. This trend may have been reversed with the recent net gain of 35,000 people. If coal resources are exploited in the Western part of the state, it is likely that rapid growth will be experienced there.

7. Implications for Higher Education. High school enrollments may drop as much as 25% in the 1980s resulting in fewer potential college freshmen (see The Futurist, February, 1978).

8. They estimate a decline in the number of high school graduates from 11,605 in 1979 and 1980 to 7,553 for 1990. A corresponding decline in college enrollments from 9,206 to 5,992 would also take place.

9. Summary. Fertility trends are different to foresee, but even the most conservative view of the ZPGers will not mean population stabilization until after the year 2000. The middle of the road "Echo Effect" would mean an upswing in school populations by the mid-1980s. The most extreme projections forecast an all time high birth by 1990. North Dakota would likely share in whatever trend prevails nationally.

APPENDIX D

STAGE TWO VALUES POSITION PAPERS

AND

STAGE FOUR VALUES IMPACT STATEMENTS

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: EQUALITY AND PLURALISM

Equality and pluralism at first appear to be incompatible. The first emphasizes sameness while the latter refers to differences. If, however, equality is taken to mean equality of opportunity and pluralism the development of diverse individual and group lifestyles, they become more compatible.

Women, Native Americans, and the few other resident minorities of North Dakota are definitely seeking equality and pluralism. This is reflected in the increasing numbers of females enrolling at Valley City State College and in the political success of North Dakota's Native Americans in securing legislation that mandates the exposure of teachers to an Indian Studies curriculum.

Education will increasingly be called upon to provide the skills and knowledge that underlie equality of opportunity. Education must also take a role in informing the citizenry of the cultural differences that exist in a pluralistic society and do what is possible to promote tolerance.

With increased opportunity should come increased participation in the work force and in politics. Unfortunately this may occur at the precise time in which job opportunities may become increasingly scarce.

An implication of this may be the need to change the definition of some basic American values such as hard work, success, materialism, and personal achievement. If everyone can not be employed, there will be a greater need for achieving personal success through the constructive use of leisure time. Students must therefore be equipped to handle the "leisure revolution."

We may all have to learn to live with fewer material things and for those seeking equality this may come as a bitter shock. Students must develop the rational faculties to comprehend and accept these redefinitions.

POLICY-MAKING MATRIX FOR VALUE SHIFTS - STAGE 4

IMPACT UPON CURRICULA:

Students must be provided with the skills to enhance their flexibility in the job market and life.

The study of minorities and human relations skills will become increasingly important.

Leisure time activities will become increasingly important.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: EQUALITY AND PLURALISM

A regional studies program may become important.

Life-long learning must be emphasized.

IMPACT UPON FACULTY:

The faculty must become skilled in the area of human relations.

The faculty must become more knowledgeable in the area of human and cultural differences.

More minorities may be represented on future faculties.

IMPACT UPON STUDENTS:

Students may become a more heterogeneous collectivity.

Students must be exposed to an increasing diversity of individuals and experiences.

Students must become life long learners.

Students must develop "flexibility."

IMPACT UPON ATHLETICS:

Equal opportunities for participation are necessary.

A greater diversity of racial, ethnic, and age levels may be participating.

Costly programs must be scrutinized.

Leisure activities should be emphasized.

IMPACT UPON RESEARCH AND DEVELOPMENT:

Does not apply.

IMPACT UPON PUBLIC SERVICE:

Community and regionally based education must bring the curriculum to the public through an outreach program.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: EQUALITY AND PLURALISM

The special needs of a variety of cultural and age groups should be met by the College.

IMPACT UPON INTERNAL ALLOCATIONS:

They must be as flexible as possible yet promote equality.

IMPACT UPON FACILITIES:

Equal access to equal facilities must be provided.

IMPACT UPON EXTERNAL RESOURCES:

A greater number of external funding sources must be tapped.

IMPACT UPON ADMINISTRATION:

Does not apply.

SUMMARY PARAGRAPH

A greater diversity can be expected in the traditional student body. The curricula must take into account cultural, racial and age diversity and emphasize equalitarian values. Human relations will become an important skill.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: CHANGE AND FREEDOM

At this point in man's history the western industrialized world is faced with a period of radical change. With dwindling supplies of resources on an ever shrinking planet, the people of our nation are faced with a severe crisis. Not only will this inevitably lead to radical changes in our life style and expectations, but most likely will have an adverse and limiting impact on personal freedom.

America has always been a land of opportunity, the land for free choice and the ability to succeed through hard work. We are now entering a period of less opportunity and freedom of choice. With fewer resources we will not be able to travel or accumulate material goods so readily. Job opportunities will be more limited. Society has always placed some limits on freedom. For example, Benjamin Franklin would not now be free to smoke his pipe anywhere he pleased; nor would Betsy Ross be free to take a stroll in Central Park.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: CHANGE AND FREEDOM

Charles Lindberg could not fly the Spirit of St. Louis anywhere he pleased as he would surely violate some restricted air space; nor could Crazy Horse roam the plains at will. Most of these restrictions have come about as the complexity of society has increased. Thus, change in the American tradition seems always to lead to less individual freedom. It will be no different in the near future. Our dwindling resources will impose harsh changes which could limit individual freedom so as to assure society's survival.

Of course, there are opposing ideas. Many people advocate a return to self-reliance and traditional values of individualism. These changes, a kind of "retrogressive progress" would center around a change in the traditional materialistic values of our society to a type of conservation ethic. One extreme view goes so far as to state that in such a world polluting would be a sin against God's natural order.

Whether we enter an age of limited resources and restriction on individual rights, or a period of self-reliant conservation, the decades ahead will see many changes that will affect our cherished privilege of freedom. Change is inevitable, but we must strive to accommodate change without the loss of our sense of direction, or the loss of our freedom. We in America face a severe crisis, a test of our endurance as a society, as a unique form of social democracy and as "the land of the free and the home of the brave."

POLICY-MAKING MATRIX FOR VALUE SHIFTS - STAGE 4

IMPACT UPON CURRICULA:

The College will/should offer more courses on conservation, energy, basic skills such as woodworking, carpentry, etc. Should be courses in which the limit to our resource exploitation and lessening of opportunities is stressed.

IMPACT UPON FACULTY:

Faculty should be prepared to move students in the direction of an understanding of life in transition, and with limited potential. For themselves, they should accept a tight financial environment, with less emphasis on new programs or equipment.

IMPACT UPON STUDENTS:

May be frustrating time period. Much should be done to counsel them toward the available opportunities and emphasis on self-reliance.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: CHANGE AND FREEDOM

IMPACT UPON ATHLETICS:

May be a need due to limited finances and increased monetary support to women's athletics to gear down intercollegiate sports and to emphasize fitness and lifetime recreational sports.

IMPACT UPON RESEARCH AND DEVELOPMENT:

Will assure that we will not become involved in it.

IMPACT UPON PUBLIC SERVICE:

The College should increase its role as an information dissemination agency. Continuing education for job retraining and self-reliance skills should be stressed.

IMPACT UPON INTERNAL ALLOCATIONS:

May be a need to allocate more funds to the college areas dealing with the change induced problems in energy and career opportunities (Science, Industrial Education and Counseling Services).

IMPACT UPON FACILITIES:

The College plant should be made as energy efficient as possible.

IMPACT UPON EXTERNAL RESOURCES:

Will be fewer external resources available except in areas related to energy and the transition to conservation.

IMPACT UPON ADMINISTRATION:

Should assume a role of mediation between all college areas and strive to direct more college impact into public information and service of a non-academic and continuing education nature.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: CHANGE AND FREEDOM

SUMMARY PARAGRAPH

During this period, the next twenty years, the United States and North Dakota will have to face the reality of a major change in America's ability to progress and expand.

There is no doubt that there will be an impact on all aspects of society, and that this process is already occurring. The intensity will depend on the willingness of society to change and limit freedom in response to less resources. But all aspects of our way of life will be affected to varying degrees. The shift in our values of freedom and over willingness to change will impact all other trend areas. Of course, a major breakthrough in energy technology will cause a reversal of the impact.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: KNOWLEDGE

During the 1980s the amount of knowledge available to the average citizen will increase rapidly through the use of advanced communication and media techniques. Computer technology will also provide a greater variety in the types of knowledge available to the average citizen and student. Communications will be intensified in the decade ahead as a result of a dual need for consumer information about the role of higher education in the market place and the unique mission and role of each institution. The force of reporting the extent to which returns are achieved for resources invested in the higher education enterprise will take on greater importance.

The increasingly technological nature of knowledge in the last two decades of the twentieth century will probably demand a greater emphasis at the collegiate level on social and communication skills if baccalaureate graduates are to be, rather than technocrats, educated persons working with technology to help other human beings. Because the future will see more men and women entering non-traditional technologies, social and communication skills will become increasingly important.

With the emergence of the post-industrial society in the late Twentieth Century, a high services economy rather than an industrial production economy will emphasize the importance of knowledge. In this environment the baccalaureate graduate will be expected to have benefited from interdisciplinary and individualized instruction which will place an increased emphasis upon the interrelated nature of knowledge.

POLICY-MAKING MATRIX FOR VALUE SHIFTS - STAGE 4

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: KNOWLEDGE

IMPACT UPON CURRICULA:

During the 1980s the amount of knowledge will continue to increase rapidly, and through the use of computers, it will be more readily available than ever before. Interdisciplinary approaches and computer assisted learning will be increasingly important. The speed of change, especially in technical areas, will lead to more value being placed on shorter courses, with the expectation of frequent refresher courses. It will be necessary to develop training based on technology and the use of computers.

IMPACT UPON FACULTY:

Faculty will have to be both more highly trained and more broadly based and prepared for interdisciplinary work. Frequent updating will be necessary.

IMPACT UPON STUDENTS:

Students will be more accustomed to technological equipment (such as pocket calculators) to use as learning aids. They will, of course, have more to learn.

IMPACT UPON ATHLETICS:

N/A

IMPACT UPON RESEARCH AND DEVELOPMENT:

Although there will be a tremendous increase in the amount of knowledge, it will also be more easily accessible due to computers, and research will be easier for those isolated from major intellectual centers.

IMPACT UPON PUBLIC SERVICE:

There will be a need for night courses and continuing education to help people with retraining and to help them handle the growth of general knowledge. External programs--via television, newspaper, etc.--will be more important.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: KNOWLEDGE

IMPACT UPON INTERNAL ALLOCATIONS:

It will be necessary to increase library holdings to keep up with the information explosion. New types of information delivery and retrieval systems (like computer terminals) must be made available to all faculty and students. There must also be financial support for needed curriculum changes.

IMPACT UPON FACILITIES:

More space for equipment (although new types of information storage--microforms--may result in less need to increase space for keeping books) and more computers and other technical aids will be needed in the library.

IMPACT UPON EXTERNAL RESOURCES:

N/A

IMPACT UPON ADMINISTRATION:

Administrators will have to be more specialized managers. They will have to learn to manipulate and analyze the increasing amounts of available information that will affect the institution.

SUMMARY PARAGRAPH

Knowledge in the next decade will continue to expand in geometric proportions. The sheer volume will threaten even those who are expecting the knowledge explosion. Although there is a danger that people will react to constant changes in available knowledge by valuing it less, it is at least as likely that citizens will respond positively to efforts to assimilate and better communicate knowledge. Demands on those who interpret knowledge and provide essential informtion will be more extreme than in the past.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: FORESIGHT AND GOALS

The ultimate aim of projecting changes in society's values is to contribute toward the discovery of ways of influencing and guiding value change in directions which are not incompatible with the realization of values basic to society's survival. More immediate and realistic aims of value projections include the identification of major conceptual and methodological obstacles which have prevented the systematic and empirical ability of institutions to adjust to changing values. One major obstacle has been the assumption that it is not possible for social scientists or behavioral scientists to project value changes. It is no exaggeration to note that there does not exist even a commonly accepted terminology in which to record an individual's or group's values, let alone precise instruments for ascertaining what they are or what changes values are undergoing. The task of predicting future values is difficult.

In the past the value system of a society changed slowly, so imperceptibly, that seen from the vantage point of a single lifetime, it appeared to be unchanged. This made prediction simple. Each generation could predict the values of the next with accuracy merely by projecting its own value system forward. The members of each generation could assume that children would share the values of their parents.

In the last 300 years, however, the rate of value change appears to be accelerated to the point at which major shifts in the value system of a society become apparent within the span of a single lifetime and within even shorter periods. This acceleration of value change is one of the most dramatic developments in the entire cultural history of the human race. It shatters the presumed identity between one generation and the next. It makes untenable the assumption that the values of future generations will resemble our own, and also makes it impossible to predict future values by simple straight-line projection.

It is with the enhanced understanding that the increasing velocity of value change confronts us with a difficult task that we attempt to predict and understand a portion of that complex and shifting architecture of values that regulates a human behavior. We attempt to understand and predict for the purpose of creating parameters of planning for an institution of higher education. We understand that values are important; so inextricably woven into our language, thought and behavicr patterns that they have fascinated philosophers for centuries. Yet, values have proved so elusive and complex that, despite their decisive role in human motivation, man remains desperate and ignorant of the laws that govern them. Nearly 70 years ago, Max Weber referred to the term "value" as "that unfortunate child of misery in our science." This remains today a fair description of the place occupied by the concept of value and the prediction of value change in the social sciences today.

The responsibility of this sub-committee is to examine two specific values referred to in Chapter 2 of the paradigm. The values are foresight and goals (or ends). The sub-committee's responsibility also includes an analysis of the impact of these two value concepts on various institutional constituencies over a ten-year period. The paradigm suggests the following value changes over a ten-year period:

(a) Foresight refers to a shift in emphasis from regarding the immediate and the empirical as primary toward anticipatory planning and research and real interest in the future.

(b) Goals (or Ends) refers to public attitude will shift from today's concern with the means toward an overall concern for the ends. This new approach will underline the transition from the semi-stationary state of today's society toward a society where change is accelerated and embedded in the fabric of life.

Lacking a proven formula for projecting value changes, the sub-committee accepts the judgment of the professionals who prepared the Futures Creating Paradigm. The sub-committee assumes that "foresight" and "goals (or ends)" will achieve high levels of importance in the constellation of human values in the late 20th Century. The sub-committee then suggests that the described shifts in values may have some impact upon the College's constituencies and mission. The impacts described in the following pages should be viewed as "within the realm of possibility;" and, thus to be included in any initial planning considerations.

POLICY-MAKING MATRIX FOR VALUE SHIFTS - STAGE 4

IMPACT UPON CURRICULA:

The importance of planning, planning methodologies and approaches should be included in upper-division courses in discipline areas such as Education, Business Administration, Earth and Environmental Science, etc.

Social Science courses should consider the ethical implications of establishing goals, which serve the best interest of a majority of society or the common good.

IMPACT UPON FACULTY:

Faculty development program should emphasize the importance of faculty participation in and an understanding of planning process.

A core of faculty should be selected and trained in the underlying philosophy of planning and in the skills required to utilize sophisticated approaches to planning.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: FORESIGHT AND GOALS

IMPACT UPON STUDENTS:

Students should consider the importance of organized student activities in supporting the total planning effort of the institution.

Students will probably become more conscious of the need for establishing firm and clear career goals, which relate to a curriculum of training designed to benefit a society of the future.

Students should be prepared with the basic skills necessary to adjust to career changes.

IMPACT UPON ATHLETICS:

Athletics should continue to support the overall development of the student in the spirit of "mens sana in sano corpore."

IMPACT UPON RESEARCH AND DEVELOPMENT:

Applied institutional research should support the planning assumptions of the total institution as well as the goals and objectives of individual departments.

IMPACT UPON PUBLIC SERVICE:

The College should attempt to provide through workshops and consultant services assistance to the service area and constituencies within the service area in planning and the necessary adjustments to a rapidly changing demography.

IMPACT UPON INTERNAL ALLOCATIONS:

Internal allocations at the College should reflect the planning priorities assumptions established by the faculty and administration. Community and student advice should be considered in the establishment of priorities.

IMPACT UPON FACILITIES:

Every attempt should be made to provide for the maximum utilization of existing facilities. Planned improvements should emphasize the continuing necessity for changing space allocations to meet the demands of a changing college community.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: FORESIGHT AND GOALS

IMPACT UPON EXTERNAL RESOURCES:

Planning should become an integral part of budget presentation to state agencies. Planning should become an integral part of the preparation of applications for assistance from federal and private resources. The College should continue to emphasize the growth of private contributions to enhance the College's ability to attract well-qualified students.

IMPACT UPON ADMINISTRATION:

The College should continue to place a high priority on student, community, and faculty participation in long range planning efforts.

SUMMARY PARAGRAPH

The Planning Committee should require that the faculty and administration place a major importance upon the necessity of forecasting the long range impact of decisions in the areas of faculty development, student services, and curricula. There should also be a major importance placed upon the necessity to inform the general public as well as the college community of the importance of establishing long range and short range goals for the College.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: RESPONSIBILITY AND INTERDEPENDENCE

Societal values included in the categories of responsibility and interdependence are likely to remain stable in the next decade for the local geographic area. The values within these categories include materialistic advances; success in job, finances and as a functioning human being; solid work ethic; and striving for idealism in mankind, problem solving and democracy.

North Dakotans are traditionally conservative with regard to change of any nature. Economic prosperity is presently high in the state and should continue. Value shifts causing a change in individual freedoms, leisure or work activity, or economically and unlikely.

Looking at the definition of responsibility and interdependence may show North Dakota as somewhat unique. As a less populated state, North Dakotans take on responsibility in civic affairs and for their fellow man because they can see a direct impact of their involvement due to the smaller number of people. This involvement is in advance of the national trend. The reference of a shift toward interdependence is being utilized but the value of interdependence of the individual is very strong.

North Dakota may be ahead of any national trend toward more responsibility and realization of the importance of interdependence by its citizens. If indeed North Dakotans already exhibit a lead in the shift of values within responsibility and interdependence areas, then a neutralizing effect may occur. As the waves of national value shifts collide with local occurring values, the waters of change will calm. And no value shift will be obvious.

POLICY-MAKING MATRIX FOR VALUE SHIFTS - STAGE 4

IMPACT UPON CURRICULA:

No changes due to shifts in values.

IMPACT UPON FACULTY:

Be aware and respond to students and their responsibility patterns and interdependency needs.

IMPACT UPON STUDENTS:

Continued orientation toward value of education but awareness of career implications.

IMPACT UPON ATHLETICS:

Not apply.

IMPACT UPON RESEARCH AND DEVELOPMENT:

Not apply.

IMPACT UPON PUBLIC SERVICE:

Not apply.

IMPACT UPON INTERNAL ALLOCATIONS:

Not apply.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: RESPONSIBILITY AND INTERDEPENCENCE

IMPACT UPON FACILITIES:

Not apply.

IMPACT UPON EXTERNAL RESOURCES:

Not apply.

IMPACT UPON ADMINISTRATION:

Provide information to keep public aware of any changes.

SUMMARY PARAGRAPH

North Dakotans are traditional in nature and conservative toward any change. Thus, any value shifts would appear to be minor and rather slow to evolve.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: LEISURE AND QUALITY

The post-technological society of the late Twentieth Century will place a greater emphasis upon the educated use of leisure time. While the work ethic will remain important and both work and activity will continue to be exalted in their own right, they will be considered as more than means by which success may be realized. An active life is and will become more valued in itself as worthwhile. Leisure will become regarded as an important and purposive way of achieving self-fulfillment.

As recent studies indicate that work and even family life have grown less important and leisure more important, the question for institutions of higher education is, "Will leisure time mean more higher education?" Higher education may benefit from this value shift if along with educational shifts and emphasis to self-learning, open admissions, life-long learning, and "education for each," there is a concomitant emphasis on the educated and purposeful use of leisure time.

Quality of life in the late Twentieth Century for Americans will probably continue to emphasize personal achievement and success. However, with an anticipated shortage in the availability of natural resources and an increased efficiency in the manufacturing of finished products from natural resources, there is an anticipated shift in emphasis from achieving quality of life by work to a broader perspective which will incorporate a decline in emphasis upon material and quantitative wants and needs. Qualitative emphases or quality of life values may be expected to shift towards a greater concern for spiritual, humanistic, and intellectual concerns.

POLICY-MAKING MATRIX FOR VALUES SHIFTS - STAGE 4

IMPACT UPON CURRICULA:

The curricula will emphasize areas which will lead to the enhancement of the "experience of life"--physical and emotional well-being, self-fulfillment, cognitive, aesthetic, and spiritual growth.

IMPACT UPON FACULTY:

Faculty in selected areas will require retraining to allow for changing curricula. Adjunct faculty and community resources will play an increasingly important role in allowing the institution to meet the wide-ranging needs of tomorrow.

IMPACT UPON STUDENTS:

Rapidly changing technology may well require more formal study for leisure-time pursuits, e.g., mini-computers. With a greater influx of older students, the traditional general education requirements will be less and less acceptable. Life-long education will aid in increasing the spiritual and qualitative perspective in the students' lives.

IMPACT UPON ATHLETICS:

There will be a greater emphasis on leisure time activities and greater diversity of recreational activities.

IMPACT UPON RESEARCH AND DEVELOPMENT:

Not apply.

IMPACT UPON PUBLIC SERVICE:

There will be an expanded role for faculty with greater contact in the community, and the College will evolve more flexibility in learning situations.

SUB-COMMITTEE REPORT--STAGE 2--VALUES
POSITION PAPER: LEISURE AND QUALITY

IMPACT UPON INTERNAL ALLOCATIONS:

Technological advances will require greater expenditures in the area of equipment.

IMPACT UPON FACILITIES:

Not apply.

IMPACT UPON EXTERNAL RESOURCES:

Not apply.

IMPACT UPON ADMINISTRATION:

As activities become more diverse, the role of the administration will become more complex and less campus-centered.

SUMMARY PARAGRAPH

The highest priority should be given to further development of the external studies component of the college curriculum. As the role of the College grows to encompass life-long learning and adult education, these areas will require significant inputs from the entire campus and community.

APPENDIX E

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

CURRICULA OBJECTIVES

The College should offer courses designed to inform its public concerning the need for energy conservation and ways by which each individual citizen is able to contribute to the conservation effort.

Emphasize the design of courses/programs for the specific needs of local and regional businesses, industries, and government.

Expand evening class offerings to meet the needs of business, industry, and professional groups in the College's service region.

The curriculum should begin to reflect a shift in emphasis toward area studies of the Pacific rim (Asia and East Asian) cultures.

The curriculum should address more specifically the related problems of scarce raw materials and the development of human resources.

The curriculum should reflect an increased emphasis on multicultural studies and reflect the growth and acceptance of cultural pluralism.

The curriculum should reflect a greater emphasis on knowledge of the computer. The general education sequence should incorporate credit hours in the basics of computer science.

The curriculum should reflect an increased emphasis on interdisciplinary approaches.

Continuing education classes should emphasize energy and environmental issues.

The curriculum should reflect an increased emphasis on career-related topics in fields such as pollution technology and other environmental career topics or issues. This objective is currently a part of the Earth and Environmental Science program.

The college curriculum should reflect the unique needs of older than average students and provide for a flexible entry program for older than average students.

The College should continue to explore methodologies for awarding life experience credit where appropriate. The College should explore the possibility of awarding life experience credit in the Bachelor of Arts and Bachelor of Science programs as well as the current Bachelor of College Studies program.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

The College should encourage movement toward a life-long learning approach, including the offering of courses to enhance the experience of life, the provision of credit for work experience, the preparation of students for occupational mobility, and take cognizance of the increased interest in individual intellectual and aesthetic growth.

The curricula should be flexible enough to respond to a rapidly changing job market. More emphasis should be placed on a broad preparation and the development of skills that are employable in more than one specific area of expertise. Objective too vague for inclusion.

Course emphasis, especially in Social Science, Business, and Humanities, should be refocused to include a new emphasis on Third World or less developed countries and cultures. Courses emphasizing international interdependence, relations, and shifts in political, legal, and economic power should receive special emphasis.

FACULTY OBJECTIVES

Continue to provide faculty development opportunities for the purpose of assisting faculty to update and refresh themselves in specific content areas.

To continue to search for consortium and other avenues of independent funding for faculty summer study and sabbatical study. To develop a reward system for faculty who devote time and talent to generate new courses and delivery methods which meet institutional and departmental curriculum objectives.

Encourage faculty to develop a broad perspective for political, economic, and cultural studies. Expertise in specific areas of proposed curricula expansion should be brought to campus to present workshops to appropriate faculty. An example would be the anticipated emphasis on Pacific and Asian area studies.

Encourage all faculty to take seriously the issue of energy and energy conservation. In science, social science, industrial education, etc., faculty should be encouraged to obtain an appropriate background in energy and energy impacts.

Faculty should be encouraged to stress the importance of conservation in each course wherever applicable. Faculty should be encouraged to develop new and innovative methods of instruction as well as to consider new and innovative curricula approaches, i.e., interdisciplinary education.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

The importance of adult education and life-long learning and the unique problems related to the older than average student should be presented to the faculty in an organized fashion.

The College should continue to use adjunct faculty wherever their specific expertise is applicable.

STUDENTS OBJECTIVES

The institution should be prepared to make appropriate adjustments to a greater mixture of ages and life experiences in the student body. There will definitely be fewer students in the 18 to 24 age group in the 1980s.

Students in whatever age group should be encouraged to see the benefits of a broad, liberal education for assisting them in achieving an ability to succeed in a career. Career education should take into consideration the necessity of basic skill preparation in providing students a flexible background for success.

Students must be encouraged to learn how to learn, prepare for alternate careers, and learn to view education as a life-long activity of value in and of itself.

Students should be provided with a strong background in the technologies of the future, including computer science, the ability to understand the technology of word processing, and advanced communication technology.

The College must accept an obligation to contribute to the students' knowledge and awareness of environmental problems.

The College should make an effort to attract qualified students from foreign countries, especially in areas such as economics, business, and teacher education.

The College should continue to provide students with opportunities to grow in non-academic ways and to participate in activities which will lead to a greater awareness of the responsibilities of adult life.

ATHLETIC OBJECTIVES

The College should continue to meet a demand for training in fitness and life-long recreational activities.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

The scheduling of athletic events should take into consideration the scarcity of energy and the increased cost of intercollegiate athletic participation. The athletic program should reflect an increased emphasis upon fitness as opposed to team sports. The emphasis upon intercollegiate athletics should be continued as a means of providing students with an introduction to the importance of competition and fair play in life in a democracy.

The emphasis upon intercollegiate athletics should be continued so that the College may continue to assist students of minority background in obtaining the basic educational credential for entering middle class.

The physical education program should emphasize the preparation of students for inexpensive leisure activity, as well as concentrate on physical fitness, lifetime sports, and intramural activities.

Expensive team sports should be carefully studied and scrutinized as fewer traditional athletes become available for recruitment in the mid-1980s. Emphasis should be placed on sports that provide a background for leisure and lifetime activities.

RESEARCH AND DEVELOPMENT OBJECTIVES

The College should attempt to better use the basic research in the facilitation of life-long learning in the development of a curriculum flexible enough to attract the mature adult student.

The development of an applied research effort in the area of environmental education should be given a priority at VCSC.

Applied research in multi-cultural education and cultural pluralism should be given a priority at VCSC. Should be included under curriculum development rather than research and development.

It is not likely that VCSC will be able to be involved in basic research in Science and Technology. However, the College should develop a sufficient supply of computer software to enable both faculty and students to apply the results of basic research in an advanced educational setting.

PUBLIC SERVICE OBJECTIVES

The College should offer more apprentice-type work experiences for credit and in-service programs, including but not limited to internships.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

The faculty, administration, and student body should continue efforts to develop Valley City State College as a cultural center for its service region.

The College should continue to expand baby-sitting and day-care services for its student body.

The College should attempt to provide the business and professional community with in-service training and workshops in subjects of a timely interest.

Both faculty and administration should be encouraged to use the communication media including newspapers, television, and radio to reach the public in the College's service area with informed, academically sound, and useful data and information concerning current affairs, economics, and local and national areas of concern, i.e., inflation. The object is to individualize the contact between the average citizen and the expertise available within the academic community.

A complete community-based education program for the general public should be developed from the existing Special Topics for Adults Program.

VCSC should make a concerted effort to disseminate the information available to the College from governmental agencies. Either the library or an administrative office should take this public service and public relations responsibility.

VCSC has an obligation to contribute to the public's knowledge and awareness of environmental problems through continuing education courses, published research data (air and water pollution data collected locally), the encouragement of recycling, etc. Without taking political positions, the College should provide data and facts concerning the important issues in environmental education.

VCSC should attempt to provide to the general public in its service area a knowledge and awareness of the background and importance of global issues to the locale.

An administrative office should be assigned the responsibility to coordinate both educational and non-educational liaison with the civic and business community.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

INTERNAL ALLOCATIONS OBJECTIVES

The College should continue to be willing to realign faculty positions within departments and divisions to best meet the changing demands of the College's curriculum and student interests. Develop justification for additional positions in funding requests for those areas affected by new curricula requirements, i.e., energy and conservation, cultural pluralism and multi-cultural education, computer science and computer technology, etc. Attempt through internal allocations or reallocation to provide assistance for staffing on a continuing basis student services available for older than average students, i.e., the Day Care Center, etc.

To continue to encourage flexibility with a minimum amount of internal disruption in the reallocation of positions, as well as equipment and supply budgets, must be an important objective for the college administration.

Increase the effort for seeking outside sources of funding for new programs and released time for faculty to develop innovative approaches in education. Specifically, outside funding should be sought for computer technology programs, aesthetic programs, vocational training programs, and continuing education programs.

FACILITIES OBJECTIVES

The College should plan additional space areas for individual physical education activities.

The College should continue improvements in energy efficiency for its buildings.

The College should continue to upgrade computer access equipment.

Building projects should be limited to those absolutely necessary to meet the special educational needs of specific departments and divisions in the 1980s. Renovation and maintenance should replace new building programs. The College should undertake a program of increased emphasis on cost effectiveness in the operation and use of facilities.

The College should undertake efforts to make each of its classroom facilities more accessible to the handicapped.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

EXTERNAL RESOURCES OBJECTIVES

VCSC should continue to seek out governmental, community, and alumni assistance wherever possible. Outside sources of assistance will become more important than ever before as the College faces enrollment decline in the 1980s.

The College should designate a specific administrative office or officer to be responsible for seeking out outside sources of financial assistance to help offset the probable diversion of funds from higher education and other areas by the state government in the mid-1980s. (possible change of a word in the stated objective, Line 3: possible to replace probable)

ADMINISTRATION OBJECTIVES

VCSC should broaden career counseling and placement services for the life-long learner.

VCSC should make a concerted effort to hire competent and qualified women administrators.

The College should strive for increased efficiency in the use of resources and direct allocations where data indicates allocations should be directed.

An objective for the 1980s will be efficient management with less money. Eliminate this objective--it duplicates other objectives.

The college administration should continue to direct the College toward a larger role in the total society of its service region. The College should serve as the source of information and guidance in a changing and more scientifically complex and technological world.

The College should encourage administrators to engage in instruction wherever such support is needed.

The administration should continue to support the efforts of the Long Range Planning Committee.

VCSC should modify and improve student services to provide for the unique needs of the older than average student.

INITIAL OBJECTIVES DERIVED FROM TREND AREA POSITION PAPERS AND THE TREND MATRIX

The College should be prepared to accept interdisciplinary academic leadership at the departmental and divisional levels should curriculum changes naturally lead to such a leadership pattern. This objective does not need to be included, it is understood that both curricula and personnel patterns would be considered prior to changes in departmental and divisional alignments.

The College should work towards a recognition of managerial proficiency by implementing a comprehensive Management by Objectives approach to administrative evaluation at all levels.

APPENDIX F

INITIAL OBJECTIVES DERIVED FROM VALUE AREA POSITION PAPERS AND THE VALUES MATRIX

CURRICULA OBJECTIVES

The theory of planning, planning methodologies and approaches should be examined for inclusion in upper division courses in discipline areas such as Education, Business Administration, Earth and Environmental Science, Social Science, etc. Baccalaureate level students should be exposed to the theory and importance of planning in society.

Social Science courses and/or the General Education curricula should expose the student to the ethical implications inherent in the establishment of goals and the importance of arriving at goals which serve the best interest of society.

The inclusion of minority studies and human relations skills in the general education curricula as well as in appropriate courses supporting majors and minors should be a significant curricula objective.

Curricula adjustments and course outlines designed to support existing and new programs should emphasize with individual associate and baccalaureate students the importance of life-long learning.

The general education curricula as well as courses which support majors and minors should continue to emphasize the importance of skills which enhance a student's flexibility in the job market.

Interdisciplinary approaches and computer assisted learning should be explored by the College in the development of refresher courses, short courses for professionals, seminars and workshops to handle the knowledge explosion anticipated in the 1980s and 1990s.

The importance of leisure and leisure-time activities in the 1980s may encourage the College to emphasize in its curricula physical and emotional well-being, self-fulfillment, and aesthetic and spiritual growth, as well as cognitive growth.

FACULTY OBJECTIVES

Faculty development program should be investigated and/or developed which will assist faculty in attaining a greater knowledge and skill in the area of human relations and human and cultural differences.

INITIAL OBJECTIVES DERIVED FROM VALUE AREA POSITION PAPERS AND THE VALUES MATRIX

Faculty should be encouraged to accept the reality of a tight financial environment with respect to less emphasis on new programs, equipment, capital expenditures, and expensive plant improvements.

Faculty should be encouraged to prepare students for an economy less dependent upon rapid growth.

VCSC should continue to use adjunct faculty and community resources in support roles and in part-time teaching positions where appropriate.

VCSC should emphasize the importance of planning in its faculty development program and attempt to provide a core of faculty trained in the underlying philosophy of planning and in the skills required to use sophisticated approaches to planning.

STUDENT OBJECTIVES

VCSC should be prepared to deal with a more heterogeneous student body than the present.

Students should be encouraged to look upon baccalaureate training as an initial preparation for a career. Students should also be encouraged to develop a philosophy of learning which emphasizes the importance of continuing training in future years.

VCSC should attempt to provide students with an increased diversity of contact with world and national affairs, the multi-cultural nature of American society, and the increasing diversity of socially accepted behavior patterns.

VCSC should continue to provide students with an orientation toward the value of life-long education, as well as the benefits of baccalaureate level training for careers.

With a greater influx of older students, the traditional general education requirements may become less acceptable. VCSC should consider a more flexible general education program for the older than average student.

Students should be encouraged to become accustomed to modern technological equipment for learning, i.e., computers, advanced calculators, VSPC, etc.

INITIAL OBJECTIVES DERIVED FROM VALUE AREA POSITION PAPERS AND THE VALUES MATRIX

Students should be encouraged to continue to organize student activities which support the total learning environment for students as well as the total planning effort of the institution.

Early in the General Education program, VCSC should provide students with assistance in establishing firm career goals which relate to a curriculum designed to provide for a career entry, as well as to provide the basic skills necessary to adjust to mid-life career changes.

ATHLETIC OBJECTIVES

VCSC should continue to support an athletic program which has a firm philosophical base in the academic programs of Physical Education, Health, and/or Recreation. The program should continue a development in the spirit of "mens sana in sano corpore."

The College should encourage the athletic department to continue to develop leisure-time activity and enrichment courses for the adult community.

The athletic department should be encouraged to continue to provide a General Education program for the baccalaureate level student which emphasizes the development of physical and recreational skills which will assist the student to attain habits of healthful exercise and hygiene.

VCSC should encourage the athletic department to continue an intercollegiate sports program which supports the academic program and which emphasizes the value of competitive athletics, fitness, and lifetime recreational sports.

The athletic department should continue to provide equal opportunities for participation to both men and women. If it becomes necessary to scrutinize existing athletic programs because of cost, the equal opportunity provision and Title IX regulations must be considered paramount in any cost reduction program.

RESEARCH AND DEVELOPMENT OBJECTIVES

Although basic research and development will not become an important part of Valley City State College's mission, the increase in easily accessible new knowledge will encourage those isolated from major intellectual centers to incorporate new developments, techniques, and knowledge into curricula and instruction through a greater emphasis upon applied research and development.

INITIAL OBJECTIVES DERIVED FROM VALUE AREA POSITION PAPERS AND THE VALUES MATRIX

Applied institutional research should support the planning assumptions of the total institution as well as the goals and objectives of individual departments.

PUBLIC SERVICE OBJECTIVES

VCSC should attempt to provide through workshops and consultant services assistance to the service area and constituencies within the service area in planning and in the necessary adjustments to a rapidly changing demography.

The current evening class schedule and schedule of programs in continuing education should expand to assist citizens with retraining and to help citizens cope with the anticipated knowledge explosion.

External programs, including television and newspaper courses, will become more important in the decade ahead. These programs should be encouraged and supported.

VCSC should increase its role as an information dissemination agency.

VCSC should attempt in the 1980s to establish itself as a community and regionally-based educational institution which is willing to bring curricula to the public through outreach programs.

INTERNAL ALLOCATION OBJECTIVES

The basic objective is that a need to reallocate funding within the college constituencies must be validated by data which substantiates clearly that the reallocation will better serve students.

Technological advances in the 1980s will probably require that the College formulate objectives to insure that expenditures in the area of equipment are adequate to the task of keeping abreast of the most recent developments in technology.

VCSC should examine new types of information delivery and retrieval systems in the college library and in appropriate departmental settings.

Internal allocations at VCSC must continue to reflect the planning priorities and assumptions established by the faculty and administration with community and student advice.

INITIAL OBJECTIVES DERIVED FROM VALUE AREA POSITION PAPERS AND THE VALUES MATRIX

FACILITY OBJECTIVES

VCSC should continue to attempt to provide equitable access to facilities for all students and constituents. The College will continue to seek funding to assist the handicapped in use of all college facilities.

VCSC will continue to provide a priority to plant improvements which conserve energy.

Space allocation studies will have to consider the possibility of providing more space for equipment necessary to the learning process, i.e., computers and other technological aids.

Space allocation studies should be based upon the philosophy that plant improvements will emphasize the continuing necessity of supporting the changing needs of the instructional program.

EXTERNAL RESOURCES OBJECTIVES

Planning should become an integral part of budget presentations to state agencies.

Planning should become an integral part of the preparation of applications for assistance from federal and private resources.

The College should continue to emphasize the growth of private contributions to enhance the College's ability to attract well-qualified students.

ADMINISTRATION OBJECTIVES

The increasing amount of available information which will impact the institution should encourage administrators to develop the skills necessary to analyze data.

As institutional activities become more diverse, the role of the administration will become more complex and less campus-centered.

The college administration should continue to place a high priority upon student, community, and faculty participation in long range planning efforts and management decision.

The college administration should continue to develop sophisticated avenues of communication with each college constituency, as well as with the public.

APPENDIX G

MISSION STATEMENT
AND
TWENTY-FIVE GOALS DERIVED FROM THE MISSION STATEMENT

STATEMENT OF ACADEMIC MISSION

Valley City State College is a regional state-supported institution of higher education. As a public institution of higher education, it derives its mission from legal bases, philosophical foundations, and from exemplary operational practices in post-secondary and higher education institutions.

The legal bases for Valley City State College are derived from: (1) the North Dakota Constitution; (2) the history of legislation and legislative acts of the North Dakota Legislature pertaining to Valley City State College and the State Board of Higher Education; (3) interpretations of the intent of the State Constitution and the North Dakota Legislature by the Board of Higher Education; (4) actions and policies of the North Dakota Board of Higher Education which is responsible for maintaining and operating the campus; and (5) rules and regulations of the Governor's office and the executive branch of the State of North Dakota which apply to State agencies. Supported by the above legal bases, VCSC has evolved a three-part mission of instruction, research, and public service:

(1) Instruction. Instruction is the primary mission of the College. The instructional program has been developed to accomplish the following basis objectives: (a) to provide a four-year degree curriculum which offers courses which prepare students for teaching and supervisory careers in elementary, junior high, and senior high school fields and leads directly to an educator's professional certificate and a Bachelor of Science degree; (b) to provide opportunities for students to prepare for careers in professional education, business, commerce, industry and technology, and government service; (c) to provide special programs designed to meet the needs of individuals with diverse educational backgrounds, interests, and qualifications, and to accommodate students such as older adults through the Bachelor of College Studies program--External Degree track; (d) to provide one and two-year Associate and Certificate programs which enable the student to enter a secretarial, clerical, or other support position in the business or professional world; and (e) to provide preparation for students who plan to transfer to professional colleges or other university or collegiate institutions.

(2) Research. Research is a normal component of many instructional programs and processes and is necessary for the continuous self-renewal required for up-to-date instruction. Thus, research

MISSION STATEMENT
AND
TWENTY-FIVE GOALS DERIVED FROM THE MISSION STATEMENT

activities focus upon scholarship and departmental research directly related to instruction and upon applied and developmental research which is compatible with the instructional mission of the College and is designed to respond to the specific regional needs of the geographic environment surrounding the campus.

(3) Service. Service to the region of south central North Dakota is an important function of Valley City State College's mission. The public service functions of the faculty and the College focus on a variety of activities which are commensurate with the instructional mission of the College and with the needs of individuals, groups, and organizations located within the immediate region of Valley City and southcentral North Dakota.

GOALS DERIVED FROM MISSION STATEMENT

1. To prepare teachers for public schools in the science of education and the art of teaching.

2. To provide a four-year degree curriculum which offers specific courses in education and in appropriate discipline areas which prepare students for teaching and supervisory careers in elementary, junior high, and senior high school fields and leads directly to an educator's professional certificate and a Bachelor of Science Degree in Education.

3. To provide a strong, comprehensive liberal arts curricula requisite to the development of excellence in collegiate academic programs at the baccalaureate, associate, and certificate levels.

4. To provide opportunities for students to prepare for careers in professional education, business, commerce, industry and technology, and government service.

5. To provide special programs designed to meet the needs of individuals with diverse educational backgrounds, interests, and qualifications, and to accommodate students such as older adults through the existing degree programs, the Bachelor of College Studies program, and the Special Topics for Adults program.

6. To provide an opportunity for students to prepare for careers in business, commerce, government, industry, technology, and education.

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TWENTY-FIVE GOALS DERIVED FROM THE MISSION STATEMENT

7. To provide equitable access to a state-supported four-year college for individuals in the southeast and southcentral regions of North Dakota so that each person is able to enroll in some form of state-supported post-secondary education program appropriate to individual needs, capabilities and motivations.

8. To provide one and two-year Associate and Certificate programs which enable the student to enter a secretarial, clerical, or other support position in the business or professional world.

9. To provide preparation for students who plan to transfer to professional colleges or other universities or collegiate institutions.

10. To encourage and support research activities which focus upon scholarship and departmental research directly related to instruction and which focus upon applied developmental research which is compatible with the Instructional Mission of the College and is designed to respond to the specific regional needs of the geographic service area of the College.

11. To provide service to the region of southeast and south-central North Dakota.

12. To provide a healthful atmosphere in which students are encouraged to develop strength, endurance, and physical fitness as a means toward achieving a healthful life.

13. To provide an atmosphere in which students are encouraged in the development of skills, understandings, and appreciations in physical and recreational activities which result in life-long interests so that leisure time may be a constructive force in the enrichment of life.

14. To provide an atmosphere in which the baccalaureate student is encouraged to acquire a knowledge and appreciation of the fine arts.

15. To provide a general education program which will require all baccalaureate students to achieve proficiency in both writing and speaking.

16. To provide a general education program in which all baccalaureate students are able to achieve a firm understanding of the beliefs and values of western civilization through a study of the humanities.

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TWENTY-FIVE GOALS DERIVED FROM THE MISSION STATEMENT

17. To provide a general education program in the social sciences and mathematics which enables the baccalaureate level student to achieve an appropriate level of clarity of thought, understanding of logic, and effective communication.

18. To provide an atmosphere in the general education program in which the baccalaureate student achieves a firm knowledge and insight of the heritage of the United States and western civilization.

19. To provide meaningful learning experiences in science and technology for all baccalaureate level students.

20. To provide students with a basic understanding and insight into the contemporary issues of our society.

21. To continue to attract outstanding students to Valley City State College through a coordinated and sophisticated recruitment program and to maintain the high placement record for graduates.

22. To continue to maintain the necessary physical plant in an exemplary and energy efficient manner.

23. To continue to utilize basic institutional data, long-range planning, and effective management to validate institutional needs, evaluate existing programs, and provide for the continued effectiveness of academic majors, minors, associate, and one-year programs.

24. To search for more sophisticated delivery systems to bring higher education to the non-traditional student and to emphasize the development of more effective outreach programs, as well as the promotion of more efficient coordination and cooperation with other institutions of higher education in North Dakota.

25. To provide an atmosphere in which faculty are encouraged to continue development in their disciplines and in areas appropriate for the fulfillment of individual departmental and divisional goals. To encourage the use of developmental leaves of absence, summer study, and released time situations for faculty development.

APPENDIX H

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Curricula Objectives	Indicators of Achievement
1. The College should offer courses designed to inform its public concerning the need for energy conservation and ways by which each individual citizen is able to contribute to the conservation effort.	The inclusion of conservation in appropriate general education courses. The inclusion of workshops, enrichment courses, etc., providing the latest information on the technology of conservation.
2. Emphasize the design of courses/programs for the specific needs of local and regional businesses, industries, and government.	The successful marketing of existing courses and programs at VCSC to area businesses and industry as well as government agencies may be best measured by the instance of course offerings outreached to the business and industries and by the number of clientele from these various public services on campus.
3. Expand evening class offerings to meet the needs of business, industry, and professional groups in the College's service region.	The best indicator of achievement is the continued attendance in the evening college. Another indicator of achievement would be surveys of adult and older than average students to determine whether or not the courses are fulfilling their needs. Another indicator of achievement would be a survey of business and industry professional groups to determine the type of evening offering which would best service the demand of the region.
4. The curriculum should begin to reflect a shift in emphasis toward area studies of the Pacific rim (Asia and East Asian) cultures.	A substantiated increase in student knowledge of the history, culture, and current conditions of Pacific rim countries.
5. The curriculum should address more specifically the related problems of scarce raw materials and the development of human resources.	A substantiated increase in student knowledge of the ethics of human resources and resource management.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Curricula Objectives	Indicators of Achievement
6. The curriculum should reflect an increased emphasis on multicultural studies and reflect the growth and acceptance of cultural pluralism.	A substantiated increase in student knowledge of the concept of cultural pluralism and its impact upon American history and culture.
7. The curriculum should reflect a greater emphasis on knowledge of the computer. The general education sequence should incorporate credit hours in the basics of computer science.	A substantiated increase in student knowledge of the computer and computer technology.
8. The curriculum should reflect an increased emphasis on interdisciplinary approaches.	Indicators of achievement--indefinite. The ability of students to draw relationships between disciplines and the demonstration of this ability would be one indicator.
9. Continuing education classes should emphasize energy and environmental issues.	The scheduling and successful offering of appropriate continuing education classes in energy and environmental issues and formal evaluations of same workshops.
10. The college curriculum should reflect the unique needs of older than average students and provide for a flexible entry program for older than average students.	The development of a flexible entry program for older than average students into the Bachelor of Arts and Bachelor of Science programs. A program similar to that currently used for the Bachelor of College Studies--External Degree track would be appropriate.
11. The College should continue to explore methodologies for awarding life experience credit where appropriate. The College should explore the possibility of awarding life experience credit in the Bachelor of Arts and Bachelor of Science programs as well as the current Bachelor of College Studies program.	The development of a procedure and methodologies for evaluating life experience and the application of waivers and/or credit in the Bachelor of Arts and Bachelor of Science programs for life experience.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Curricula Objectives	Indicators of Achievement
12. The College should encourage movement toward a life-long learning approach, including the offering of courses to enhance the experience of life, the provision of credit for work experience, the preparation of students for occupational mobility, and take cognizance of the increased interest in individual intellectual and aesthetic growth.	A variety of indicators of achievement would be appropriate. The most significant indicator of achievement would be a continued increase in the enrollment of older than average or adult students.

Faculty Objectives	Indicators of Achievement
1. Continue to provide faculty development opportunities for the purpose of assisting faculty to update and refresh themselves in specific content areas.	Some monies are available for faculty updating, but as I understand "achievement" no concrete plan exists. Rather, plans appear to only be in the formative stages. Administrators appear quite willing to help interested faculty seek funding for assistance (public/private).
2. To continue to search for consortium and other avenues of independent funding for faculty summer study and sabbatical study. To develop a reward system for faculty who devote time and talent to generate new courses and delivery methods which meet institutional and departmental curriculum objectives.	Indicators are subliminal to me insofar as attempts to acquire independent funding, and as I understand, VCSC & North Dakota Higher Education sabbatical study is virtually, unheard of. Reward systems do exist for those who generate new courses.
3. Encourage faculty to develop a broad perspective for political, economic, and cultural studies. Expertise in specific areas of proposed curricula expansion should be brought to campus to present workshops to appropriate faculty. An example would be the anticipated emphasis on Pacific and Asian area studies.	Indicators of achievement are revising syllabi, catalog descriptions, departmental major/minor goals and curriculum in general. Workshops are encouraged which perpetuate understanding of political, economic, and cultural studies.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Faculty Objectives	Indicators of Achievement
4. Encourage all faculty to take seriously the issue of energy and energy conservation. In science, social science, industrial education, etc., faculty should be encouraged to obtain an appropriate background in energy and energy impacts.	VCSC employees follow state policy and continue to try to save energy...i.e., coal conservation, lowering ceilings, removing unnecessary lights, renovation of women's gym, windows and roof, etc.
5. The importance of adult education and lifelong learning and the unique problems related to the older than average student should be presented to the faculty in an organized fashion.	The formation of O.T.A. campus organization, outreach through the organization begins to present itself to the faculty; however, faculty need to be made more aware of the lifelong learners' unique problems.
6. The College should continue to use adjunct faculty wherever their specific expertise is applicable.	Several departments do utilize adjunct faculty.

Students Objectives	Indicators of Achievement
1. The institution should be prepared to make appropriate adjustments to a greater mixture of ages and life experiences in the student body. There will definitely be fewer students in the 18 to 24 age group in the 1980s.	Implementation of recruitment programs and course offerings to the older student. Continuation of a non-academic organization designed for the older student. Practical application of class material to encourage the involvement of the older student. The older student will have to be challenged to see value in education.
2. Students in whatever age group should be encouraged to see the benefits of a broad, liberal education for assisting them in achieving an ability to succees in a career. Career education should take into consideration the necessity of basic skill preparation in providing students a flexible background for success.	Continuation of career counseling. Continuation of 2-year degree programs that support professionals. Continuation of 4-year degrees, teaching and non-teaching. Placement percent is high.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Students Objectives	Indicators of Achievement
3. Students must be encouraged to learn how to learn, prepare for alternate careers, learn to view education as a life-long activity of value in and of itself.	Stimulation of academic thought and emphasis on self-motivation.
4. Students should be provided with a strong background in the technologies of the future, including computer science, the ability to understand the technology of word processing, and advanced communication technology.	Implementation of computer minor. High enrollment in 2-year technology programs. Maintain equipment which reflects current technology.
5. The College must accept an obligation to contribute to the student's knowledge and awareness of environmental problems.	Popularity and expansion of the earth and environmental science degree. The field trips each spring help cultivate this ecological interest.
6. The College should continue to provide students with opportunities to grow in non-academic ways and to participate in activities which will lead to a greater awareness of the responsibilities of adult life.	Work study programs, greater cultural awareness through participation in school and departmental programs and trips. Residence assistance, Student Government programs, and involvement in social and athletic activities. Participation in summer workshops.

Athletics Objectives	Indicators of Achievement
1. The College should continue to meet a demand for training in fitness and life-long recreational activities.	A continuous review of the number of students enrolled in the classes and the number of students participating in recreational activities. An annual review of program interest at the high school level.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Athletics Objectives	Indicators of Achievement
2. The scheduling of athletic events should take into consideration the scarcity of energy and the increased cost of intercollegiate athletic participation. The athletic program should reflect an increased emphasis upon fitness as opposed to team sports. The emphasis upon intercollegiate athletics should be continued as a means of providing students with an introduction to the importance of competition and fair play in life in a democracy.	An evaluation of the benefit/cost analysis of the program taking into consideration the number of students participating, the service provided by the program, and the benefits derived.
3. The emphasis upon intercollegiate athletics should be continued so that the College may continue to assist students of minority background in obtaining the basic educational credential for entering middle class.	A continuous review of the number of students of minority backgrounds participating in the athletic program. An annual review of the programs offered and opportunities provided for all students.
4. The physical education program should emphasize the preparation of students for inexpensive leisure activity, as well as concentrate on physical fitness, lifetime sports, and intramural activities.	An annual evaluation of program cost and number of students participating in all activities.
5. Expensive team sports should be carefully studied and scrutinized as fewer traditional athletes become available for recruitment in the mid-1980s. Emphasis should be placed on sports that provide a background for leisure and life-time activities.	A continuous review of the students enrolled in our program and the number of traditional athletes available for recruitment.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Research and Development Objectives	Indicators of Achievement
1. The College should attempt to better use the basic research in the facilitation of life-long learning in the development of a curriculum flexible enough to attract the mature adult student.	Achievement would be based on the number of students interested and involved.
2. The development of an applied research effort in the area of environmental education should be given a priority at VCSC.	An increase in interest in the earth and environmental science major and greater emphasis on environmental issues within the curricula of most all areas of instruction.
3. Applied research in multicultural education and cultural pluralism should be given a priority at VCSC.	Development of pluralism course in social science and inclusion of multicultural education in course syllabi where applicable.
4. It is not likely that VCSC will be able to be involved in basic research in Science and Technology. However, the College should develop a sufficient supply of computer software to enable both faculty and students to apply the results of basic research in an advanced educational setting.	Computer usage could be an indicator. The integration of computer technique and use into curricula of resource departments. Courses in computer use included as requirements in applicable majors.

Public Service Objectives	Indicators of Achievement
1. The College should offer more apprentice-type work experiences for credit and in-service programs, including but not limited to internships.	Proper annual review of numbers of students enrolled in alternate forms of education to assure that the needs of these students are met.
2. The faculty and administration and student body should continue efforts to develop Valley City State College as a cultural center for its service region.	Through monitoring by the College and consultation with community officials, additonal programs of a cultural nature may be offered.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Public Service Objectives	Indicators of Achievement
3. The College should continue to expand baby-sitting and day-care services for its student body.	Increased usage by career--annual review of same.
4. The College should attempt to provide the business and professional community with in-service training and workshops in subjects of a timely interest.	Increased faculty and administration participation in the provision of enrichment, in-service, and training workshops and classes.
5. Both faculty and administration should be encouraged to use the communication media including newspapers, television, and radio to reach the public in the College's service area with informed, academically sound, and useful data and information concerning current affairs, economics, and local and national areas of concern, i.e., inflation. The object is to individualize the contact between the average citizen and the expertise available within the academic community.	Well-informed public working with college officers.
6. A complete community-based education program for the general public should be developed from the existing Special Topics for Adults Program.	A well-informed general public becoming more solid community leaders.
7. VCSC should make a concerted effort to disseminate the information available to the College from governmental agencies. Either the library or an administrative office should take on this public service and public relations responsibility.	The library as an information distribution point will help keep public informed of what governmental agencies may be involved with.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Public Service Objectives	Indicators of Achievement
8. VCSC has an obligation to contribute to the public's knowledge and awareness of environmental problems through continuing education courses, published research data (air and water pollution data collected locally), the encouragement of recycling, etc. Without taking political positions, the College should provide data and facts concerning the important issues in environmental education.	Less demand for non-renewable resources and public awareness will lead to a more well-rounded environmental education provided by the college.
9. VCSC should attempt to provide to the general public in its service area a knowledge and awareness of the background and importance of global issues to the locale.	An attempt to provide workshops and consultation assistance to the general public in global affairs areas.
10. An administrative office should be assigned the responsibility to coordinate both educational and non-educational liaison with the civic and business community.	A liaison officer between VCSC and the business community would provide a direct link between community affairs and all college activities.

Internal Allocations Objectives	Indicators of Achievement
1. The College should continue to be willing to realign faculty positions within departments and divisions to best meet the changing demands of the College's curriculum and student interests. Develop justification for additional positions in funding requests for those areas affected by new curricula requirements, i.e., energy and conservation, cultural pluralism and multicultural education, computer science and computer technology, etc. Attempt through internal al-	Constant monitoring of faculty competencies through evaluative processes and student success outputs. (i.e., jobs, career preparedness.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Internal Allocations Objectives	Indicators of Achievement
locations or reallocation to provide assistance for staffing on a continuing basis student services available for older than average students, i.e., the Day Care Center, etc.	
2. To continue to encourage flexibility with a minimum amount of internal disruption in the reallocation of positions as well as equipment and supply budgets must be an important objective for the College administration.	Maintaining against financial pressure from state government our present equipment budgets, salaries and number of faculty.
3. Increase the effort for seeking outside sources of funding for new programs and released time for faculty to develop innovative approaches in education. Specifically, outside funding should be sought for computer technology programs, aesthetic programs, vocational training programs, and continuing education programs.	Financial solvency without cuts in programs, staff or replacement of outmoded equipment.

Facilities Objectives	Indicators of Achievement
1. The College should plan additional space areas for individual physical education activities.	Demonstrative proof of increased square footage for such facilities. (racquetball courts)
2. The College should continue improvements in energy efficiency for its buildings.	The energy conservation program has already been effective as evidenced by actual decreases in various areas of energy consumption.
3. The College should continue to upgrade computer access equipment.	Demonstrative proof of increased expenditures on computer hardware, and proof of increased square footage devoted to computer access equipment, campus wide.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Facilities Objectives	Indicators of Achievement
4. Building projects should be limited to those absolutely necessary to meet the special educational needs of specific departments and divisions in the 1980s. Renovation and maintenance should replace new building programs. The College should undertake a program of increased emphasis on cost effectiveness in the operation and use of facilities.	Proof of renovation and maintenance programs, plans, and expenditures.
5. The College should undertake efforts to make each of its classroom facilities more accessible to the handicapped.	Demonstrative proof of and plans for increased accessibility for handicapped as funding allows.

External Resources Objectives	Indicators of Achievement
1. VCSC should continue to seek out governmental, community, and alumni assistance wherever possible. Outside sources of assistance will become more important than ever before as the College faces enrollment decline in the 1980s.	With a constant monitoring and consultation with governmental officials and leaders of the community and business, a current status of economic conditions can be achieved. A strict inventory of all funding and expenditures should be at hand with projected adjustments to be made as the climate dictates.
2. The College should designate a specific administrative office or officer to be responsible for seeking outside sources of financial assistance to help offset the possible diversion of funds from higher education and other areas by the state government in the mid-1980s.	The evaluation of a benefit/cost analysis of the programs on campus designed to secure both internal and external funding is a necessity. A developmental committee whose main purpose would be to seek federal and private funding for programs should be designed to aid the financial situation.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Administration Objectives	Indicators of Achievement
1. VCSC should broaden career counseling and placement services for the life-long learner.	Records of successful placements for OTAs and logs of career counseling for the life-long learner.
2. VCSC should make a concerted effort to hire competent and qualified women administrators.	The selection of competent and qualified women administrators. VCSC's affirmative action policy should continue to emphasize the selection of the most competent and qualified candidate on an impartial basis. The existing search and selection process has encouraged the recruitment and consideration of competent and qualified women and minority candidates. All other factors being equal, search committees should be encouraged to give preference to women and/or minority candidates where such a preference would correct an inbalance.
3. The College should strive for increased efficiency in the use of resources and direct allocations where data indicates allocations should be directed.	Prior to the submission of annual budgets and payrolls, each major administrative unit and academic unit will be requested to justify the cost-effectiveness of its operation. Final decisions involving the allocation of resources will be made by the President of the College with appropriate input from the units involved.
4. The College administration should continue to direct the College toward a larger role in the total society of its service region. The college should serve as the source of information and guidance in a changing and more scientifically complex technological world.	Increased efforts on the part of faculty and administration through mass media, workshops, seminars, special topics for adults, consultants, etc., to communicate expertise and practical solutions to the problems of a post-industrial society.

INITIAL PLANNING OBJECTIVES AND INDICATORS OF ACHIEVEMENT
TREND AREA OBJECTIVES ONLY

Administration Objectives	Indicators of Achievement
5. The College should encourage administrators to engage in instruction wherever such support is needed.	The continued use of administrators in appropriate classes. Where funds are available administrators should be compensated for overloads in the same manner as faculty are compensated for overloads.
6. The administration should continue to support the efforts of the Long Range Planning Committee.	The successful completion and promulgation of a long range plan for the 1980s and appropriate annual revisions of the plan.
7. VCSC should modify and improve student services to provide for the unique needs of the older than average student.	Propose annual review conducted by the Dean of Students and the Dean of Academic Affairs to ascertain the specific and unique needs of older than average students and initiate responses on the part of student services and student academic service personnel. One administrative officer and/or administrator should be designated as the coordinator of Student Academic Services.
8. The College should work towards a recognition of managerial proficiency by implementing a comprehensive Management By Objectives approach to administrative evaluation at all levels.	Annual meetings between the President and top level administrators to establish goals and objectives by areas of responsibility. Annual meetings of top level administrators with support staff and/or faculty to establish goals. Annual review of goal and/or specific objective achievements by mid-level and top-level administrators and by the President of the College.

APPENDIX I

Appendix I consists of a coded list of institutional objectives by sectors of the college; curriculum, faculty, students, etc. Also included is a coded list of Institutional Goals. The coded list refers to a Compatibility Chart in which curricula objectives, faculty objectives, student objectives, etc., are placed in a matrix for evaluation against 25 goal statements (Institutional Goals) which were drawn from the Institutional Mission Statement. Sub-committees then evaluated each objective against each institutional goal to determine compatibility, neutrality, or incompatibility between the initial list of objectives and the initial list of Institutional Goals. What follows in Appendix I is (1) the coded list of Institutional Goals; (2) the coded List of Objectives; and (3) the Compatibility Charts.

Compatibility of Objectives with Institutional Goals for Compatibility Chart

Institutional Goals

G-1. To prepare teachers for public schools in the science of education and the art of teaching.

G-2. To provide a four-year degree curriculum which offers specific courses in education and in appropriate discipline areas which prepare students for teaching and supervisory careers in elementary, junior high, and senior high school fields and leads directly to an educator's professional certificate and a Bachelor of Science Degree in Education.

G-3. To provide a strong, comprehensive liberal arts curricula requisite to the development of excellence in collegiate academic programs at the baccalaureate, associate, and certificate levels.

G-4. To provide opportunities for students to prepare for careers in professional education, business, commerce, industry and technology, and government service.

G-5. To provide special programs designed to meet the needs of individuals with diverse educational backgrounds, interests, and qualifications, and to accommodate students such as older adults through the existing degree programs, the Bachelor of College Studies program, and the Special Topics for Adults program.

G-6. To provide an opportunity for students to prepare for careers in business, commerce, government, industry, technology, and education.

G-7. To provide equitable access to a state-supported four-year college for individuals in the southeast and southcentral regions of North Dakota so that each person is able to enroll in some form of state-supported post-secondary education program appropriate to individual needs, capabilities and motivations.

G-8. To provide one and two-year Associate and Certificate programs which enable the student to enter a secretarial, clerical, or other support position in the business or professional world.

G-9. To provide preparation for students who plan to transfer to professional colleges or other universities or collegiate institutions.

G-10. To encourage and support research activities which focus upon scholarship and departmental research directly related to instruction and which focus upon applied developmental research which is compatible with the Instructional Mission of the College and is designed to respond to the specific regional needs of the geographic service area of the College.

Compatibility of Objectives with Institutional Goals for Compatibility Chart

G-11. To provide service to the regions of southeast and southcentral North Dakota.

G-12. To provide a healthful atmosphere in which students are encouraged to develop strength, endurance, and physical fitness as a means toward achieving a healthful life.

G-13. To provide an atmosphere in which students are encouraged in the development of skills, understandings, and appreciations in physical and recreational activities which result in life-long interests so that leisure time may be a constructive force in the enrichment of life.

G-14. To provide an atmosphere in which the baccalaureate student is encouraged to acquire a knowledge and appreciation of the fine arts.

G-15. To provide a general education program which will require all baccalaureate students to achieve proficiency in both writing and speaking.

G-16. To provide a general education program in which all baccalaureate students are able to achieve a firm understanding of the beliefs and values of western civilization through a study of the humanities.

G-17. To provide a general education program in the social sciences and mathematics which enables the baccalaureate level student to achieve an appropriate level of clarity of thought, understanding of logic, and effective communication.

G-18. To provide an atmosphere in the general education program in which the baccalaureate student achieves a firm knowledge and insight of the heritage of the United States and western civilization.

G-19. To provide meaningful learning experiences in science and technology for all baccalaureate level students.

G-20. To provide students with a basic understanding and insights into the contemporary issues of our society.

G-21. To continue to attract outstanding students to Valley City State College through a coordinated and sophisticated recruitment program and to maintain the high placement record for graduates.

G-22. To continue to maintain the necessary physical plant in an exemplary and energy efficient manner.

G-23. To continue to utilize basic institutional data, long range planning, and effective management to validate institutional needs, evaluate existing programs, and provide for the continued effectiveness of academic majors, minors, associate, and one-year programs.

Compatibility of Objectives with Institutional Goals for Compatibility Chart

G-24. To search for more sophisticated delivery systems to bring higher education to the non-traditional student and to emphasize the development of more effective outreach programs as well as the promotion of more efficient coordination and cooperation with other institutions of higher education in North Dakota.

G-25. To provide an atmosphere in which faculty are encouraged to continue development in their disciplines and in areas appropriate for the fulfillment of individual departmental and divisional goals. To encourage the use of developmental leaves of absence, summer study, and released time situations for faculty development.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

Curricula Objectives

C-1. The College should offer courses designed to inform its public concerning the need for energy conservation and ways by which each individual citizen is able to contribute to the conservation effort.

C-2. Emphasize the design of courses/programs for the specific needs of local and regional businesses, industries, and government.

C-3. Expand evening class offerings to meet the needs of business, industry, and professional groups in the College's service region.

C-4. The curriculum (especially general education) should begin to reflect a shift in emphasis toward area studies of the Pacific rim (Asia and East Asian) cultures.

C-5. The curriculum should address more specifically the related problems of scarce raw materials and the development of human resources.

C-6. The curriculum should reflect an increased emphasis on multicultural studies and reflect the growth and acceptance of cultural pluralism.

C-7. The curriculum should reflect a greater emphasis on knowledge of the computer. The general education sequence should incorporate credit hours in the basics of computer science.

C-8. The curriculum should reflect an increased emphasis on interdisciplinary approaches.

C-9. Continuing Education classes should emphasize energy and environmental issues.

C-10. The curriculum should reflect an increased emphasis on career-related topics in fields such as pollution technology and other environmental career topics or issues. This objective is currently a part of the Earth and Environmental Science program.

C-11. The college curriculum should reflect the unique needs of older than average students and provide for a flexible entry program for older than average students.

C-12. The College should continue to explore methodologies for awarding life experience credit where appropriate. The College

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

should explore the possibility of awarding life experience credit in the Bachelor of Arts and Bachelor of Science programs as well as the current Bachelor of College Studies program.

C-13. The College should encourage movement toward a life-long learning approach, including the offering of courses to enhance the experience of life, the provision of credit for work experience, the preparation of students for occupational mobility, and take cognizance of the increased interest in individual intellectual and aesthetic growth.

C-14. The curricula should be flexible enough to respond to a rapidly changing job market. More emphasis should be placed on a broad preparation and the development of skills that are employable in more than one specific area of expertise. Objective too vague for inclusion.

C-15. Course emphasis, especially in Social Science, Business, and Humanities, should be refocused to include a new emphasis on Third World or less developed countries and cultures. Courses emphasizing international interdependence, relations, and shifts in political, legal, and economic power should receive special emphasis.

C-16. The theory of planning, planning methodologies and approaches should be examined for inclusion in upper division courses in discipline areas such as Education, Business Administration, Earth and Environmental Science, Social Science, etc. Baccalaureate level students should be exposed to the theory and importance of planning in society.

C-17. Social Science courses and/or the General Education curricula should expose the student to the ethical implications inherent in the establishment of goals and the importance of arriving at goals which serve the best interest of society.

C-18. The inclusion of minority studies and human relations skills in the general education curricula as well as in appropriate courses supporting majors and minors should be a significant curricula objective.

C-19. Curricula adjustments and course outlines designed to support existing and new programs should emphasize the importance of life-long learning.

C-20. The general education curricula as well as courses which support majors and minors should continue to emphasize the importance of skills which enhance a student's flexibility in the job market.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

C-21. Interdisciplinary approaches and computer assisted learning should be explored by the College in the development of refresher courses, short courses for professionals, seminars and workshops to handle the knowledge explosion anticipated in the 1980s and 1990s.

C-22. The importance of leisure and leisure time activities in the 1980s may encourage the College to emphasize in its curricula physical and emotional well-being, self-fulfillment, aesthetic and spiritual growth as well as cognitive growth.

Faculty Objectives

F-1. Continue to provide faculty development opportunities for the purpose of assisting faculty to update and refresh themselves in specific content areas.

F-2. To continue to search for consortium and other avenues of independent funding to faculty summer study and sabbatical study. To develop a reward system for faculty who devote time and talent to generate new courses and delivery methods which meet institutional and departmental curriculum objectives.

F-3. Encourage faculty to develop a broad perspective for political, economic, and cultural studies. Expertise in specific areas of proposed curricula expansion should be brought to campus to present workshops to appropriate faculty. An example would be the anticipated emphasis on Pacific and Asian area studies.

F-4. Encourage all faculty to take seriously the issue of energy and energy conservation. In science, social science, industrial education, etc., faculty should be encouraged to obtain an appropriate background in energy and energy impacts.

F-5. Faculty should be encouraged to develop new and innovative methods of instruction as well as to consider new and innovative curricula approaches, i.e., interdisciplinary education.

F-6. The importance of adult education and life-long learning and the unique problems related to the older than average student should be presented to the faculty in an organized fashion.

F-7. The College should continue to use adjunct faculty wherever their specific expertise is applicable.

F-8. Faculty development program should be investigated and/or developed which will assist faculty in attaining a greater knowledge and skill in the area of human relations, human and cultural differences.

I-7

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

F-9. Faculty should be encouraged to accept the reality of a tight financial environment with respect to a diminished emphasis on new programs, equipment, capital expenditures, and expensive plant improvements.

F-10. Faculty should be encouraged to prepare students for an economy less dependent upon a rapid growth.

F-11. VCSC should continue to use adjunct faculty and community resources in support roles and in part-time teaching positions where appropriate.

F-12. VCSC should emphasize the importance of planning in its faculty development program and attempt to provide a core of faculty trained in the underlying philosophy of planning and in the skills required to use sophisticated approaches to planning.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

Students Objectives

S-1. The institution should be prepared to make adjustments to a greater mixture of ages and life experiences in the student body. There will definitely be fewer students in the 18 to 24 age group in the 1980s.

S-2. Students in whatever age group should be encouraged to see the benefits of a broad, liberal education for assisting them in achieving an ability to succeed in a career. Career education should take into consideration the necessity of basic skill preparation in providing students a flexible background for success.

S-3. Students must be encouraged to learn how to learn, prepare for alternate careers, learn to view education as a life-long activity of value in and of itself.

S-4. Students should be provided with a strong background in the technologies of the future, including computer science, the ability to understand the technology of word processing, and advanced communication technology.

S-5. The College must accept an obligation to contribute to the students' knowledge and awareness of environmental problems.

S-6. The College should make an effort to attract qualified students from foreign countries, especially in areas such as economics, business, and teacher education.

S-7. The College should continue to provide students with opportunities to grow in non-academic ways and to participate in activities which will lead to a greater awareness of the responsibilities of adult life.

S-8. To continue to attract a high percentage of high school graduates from the immediate region and expand efforts in the central portion of North Dakota.

S-9. VCSC should be prepared to deal with a more heterogeneous student body than the present (more OTAs).

S-10. Students should be encouraged to look upon baccalaureate training as an initial preparation for a career. Students should also be encouraged to develop a philosophy of learning which emphasizes the importance of continuing training in future years.

S-11. VCSC should attempt to provide students with an increased di-

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

versity of contact with world and national affairs, the multicultural nature of American society, and the increasing diversity of socially accepted behavior patterns.

S-12. VCSC should continue to provide students with an orientation toward the value of life-long education as well as the benefits of baccalaureate level training for careers.

S-13. With a greater influx of older students, the traditional general education requirements may become less acceptable. VCSC should consider a more flexible general education program for the older than average student.

S-14. Students should be encouraged to become accustomed to modern technological equipment for learning, i.e., computers, advanced calculators, VSPC, etc.

S-15. Students should be encouraged to continue to organize student activities which support the total learning environment for students as well as the total planning effort of the institution.

S-16. Early in the General Education program VCSC should provide students with assistance in establishing firm career goals, which relate to a curriculum designed to provide for a career entry as well as to provide the basic skills necessary to adjust to mid-life career change.

Athletics Objectives

A-1. The College should continue to meet a demand for training in fitness and life-long recreational activities.

A-2. The scheduling of athletic events should take into consideration the scarcity of energy and the increased cost of intercollegiate athletic participation. The athletic program should reflect an increased emphasis upon fitness as opposed to team sports. The emphasis upon intercollegiate athletics should be continued as a means of providing students with an introduction to the importance of competition and fair play in life in a democracy.

A-3. An emphasis in intercollegiate athletics to recruit students of minority backgrounds should be continued.

A-4. The physical education program should emphasize the preparation of students for inexpensive leisure activity, as well as concentrate on physical fitness, lifetime sports, and intramural activities.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

A-5. Expensive team sports should be carefully studied and scrutinized as fewer traditional athletes become available for recruitment in the mid-1980s. Emphasis should be placed on sports that provide a background for leisure life time activities, recreational and physical education careers.

A-6. VCSC should continue to support an athletic program which has a firm philosophical base in the academic programs of Physical Education, Health, and/or Recreation. The program should continue a development in the spirit of "mens sana in sano corpore."

A-7. The College should encourage the athletic department to continue to develop leisure time activity and enrichment courses for the adult community.

A-8. The athletic department should be encouraged to continue to provide a General Education program for the baccalaureate level student which emphasizes the development of physical and recreational skills, which will assist the student to attain habits of healthful exercise and hygiene.

A-9. VCSC should encourage the athletic department to continue an intercollegiate sports program which supports the academic program and which emphasizes the value of competitive athletics, fitness, and life time recreational sports.

A-10. The athletic department should continue to provide equal opportunities for participation to both men and women. If it becomes necessary to scrutinize existing athletic programs because of cost, the equal opportunity provision and Title IX regulations must be considered paramount in any cost reduction program.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

Research & Development Objectives

RD-1. The College should attempt to better use available basic research in the facilitation of life-long learning in the development of a curriculum flexible enough to attract the mature adult student.

RD-2. The development of an applied research effort in the area of environmental education should be given a priority at VCSC.

RD-3. It is not likely that VCSC will be able to be involved in basic research in Science and Technology. However, the College should develop a sufficient supply of computer software to enable both faculty and students to apply the results of basic research in an advanced educational setting.

RD-4. Although basic research and development will not become an important part of Valley City State College's mission, the increase in easily accessible new knowledge will encourage those isolated from major intellectual centers to incorporate new developments, techniques, and knowledge into curricula and instruction through a greater emphasis upon applied research and development.

RD-5. Applied institutional research should support the planning assumptions of the total institution as well as the goals and objectives of individual departments.

Public Service Objectives

PS-1. The College should offer more apprentice-type work experiences for credit, including but not limited to internships.

PS-2. The faculty and administration and student body should continue efforts to develop Valley City State College as a cultural center for its service region.

PS-3. The College should continue to expand baby-sitting and day-care services for its student body as well as a licensed nursery school.

PS-4. The College should attempt to provide the business and professional community with in-service training and workshops in subjects of a timely interest.

PS-5. Both faculty and administration should be encouraged to use the communication media including newspapers, television, and radio to reach the public in the College's service area with informed, academically sound, and useful data and information concerning current affairs, economics, and local and national areas of concern, i.e., inflation. The object is to individualize the contact between the average citizen and the expertise available

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

within the academic community.

PS-6. A complete community based education program for the general public should be developed from the existing Special Topics for Adults Program.

PS-7. VCSC should make a concerted effort to disseminate the information available to the College from governmental agencies. Either the library or an administrative office should take this public service and public relations responsibility.

PS-8. VCSC has an obligation to contribute to the public's knowledge and awareness of environmental problems through continuing education courses, published research data (air and water pollution data collected locally), the encouragement of recycling, etc. Without taking political positions, the College should provide data and facts concerning the important issues in environmental education.

PS-9. VCSC should attempt to provide to the general public in its service area a knowledge and awareness of the background and importance of global issues to the locale.

PS-10. An administrative office should be assigned the responsibility to coordinate both educational and non-educational liaison with the civic and business community.

PS-11. VCSC should attempt to provide through workshops and consultant services assistance to the service area and constituencies within the service area in planning and in the necessary adjustments to a rapidly changing demography.

PS-12. The current evening class schedule and schedule of programs in continuing education should expand to assist citizens with retraining and to help citizens cope with the anticipated knowledge explosion.

PS-13. External programs, including television and newspaper courses, will become more important in the decade ahead. These programs should be encouraged and supported.

PS-14. VCSC should increase its role as an information dissemination agency.

PS-15. VCSC should attempt in the 1980s to establish itself as a community and regionally based educational institution which is willing to bring curricula to the public through outreach programs.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

Internal Allocations Objectives

IA-1. The College should continue to be willing to realign faculty positions within departments and divisions to best meet the changing demands of the College's curriculum and student interests. Attempt through internal allocations or reallocation to provide assistance for staffing student services available for older than average students, i.e., the Day Care Center, nursery school, etc.

IA-2. To continue to encourage flexibility with a minimum amount of internal disruption in the reallocation of positions as well as equipment and supply budgets must be an important objective for the college administration.

IA-3. Increase the effort for seeking outside sources of funding for new programs and released time for faculty to develop innovative approaches in education. Specifically, outside funding should be sought for computer technology programs, aesthetic programs, and continuing education programs.

IA-4. The basic objective is that a need to reallocate funding within the college constituencies must be validated by data which substantiates clearly that the reallocation will better serve students.

IA-5. Technological advances in the 1980s will probably require that the College formulate objectives to insure that expenditures in the area of equipment are adequate to the task of keeping abreast of the most recent developments in technology.

IA-6. VCSC should examine new types of information delivery and retrieval systems in the college library.

IA-7. Internal allocations at VCSC must continue to reflect the planning priorities and assumptions established by the faculty and administration with community and student advice.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

Facilities Objectives

Fc-1. The College should plan additional space areas for individual physical education activities.

Fc-2. The College should continue improvements in energy efficiency for its buildings.

Fc-3. The College should continue to upgrade computer access equipment.

Fc-4. Building projects should be limited to those absolutely necessary to meet the special educational needs of specific departments and divisions in the 1980s. Renovation and maintenance should replace new building programs. The College should undertake a program of increased emphasis on cost effectiveness in the operation and use of facilities.

Fc-5. VCSC should continue to attempt to provide equitable access to facilities for all students and constituents. The College will continue to seek funding to assist the handicapped in use of all college facilities.

Fc-6. VCSC will continue to provide a priority to plant improvements which conserve energy.

Fc-7. Space allocation studies will have to consider the possibility of providing more space for equipment necessary to the learning process, i.e., computers and other technological aids.

Fc-8. Space allocation studies should be based upon the philosophy that plant improvements will emphasize the continuing necessity of supporting the changing needs of the instructional program.

External Resources Objectives

ER-1. VCSC should continue to seek out governmental, community, and alumni assistance wherever possible. Outside sources of assistance will become more important than ever before as the College faces enrollment decline in the 1980s.

ER-2. The College should designate a specific administrative office or officer to be responsible for seeking out outside sources of financial assistance to help offset the possible diversion of funds from higher education and other areas by the state government in the mid-1980s.

ER-3. Planning should become an integral part of budget presentations to state agencies.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

ER-4. Planning should become an integral part of the preparation of applications for assistance from federal and private resources.

ER-5. The College should continue to emphasize the growth of private contributions to enhance the College's ability to attract well-qualified students.

Administration Objectives

Ad-1. VCSC should broaden career counseling and placement services for the life-long learner.

Ad-2. VCSC should make a concerted effort to hire competent and qualified women administrators.

Ad-3. The College should strive for increased efficiency in the use of resources and direct allocations where data indicates allocations should be directed.

Ad-4. The college administration should continue to direct the College toward a larger role in the total society of its service region. The College should serve as the source of information and guidance in a changing and more scientifically complex and technological world.

Ad-5. The College should encourage administrators to engage in instruction wherever such support is needed.

Ad-6. The administration should continue to support the efforts of the Long Range Planning Committee.

Ad-7. VCSC should modify and improve student services to provide for the unique needs of the older than average student.

Ad-8. The College should work towards a recognition of managerial proficiency by implementing a comprehensive Management by Objectives approach to administrative evaluation at all levels.

Ad-9. The increasing amount of available information which will impact the institution should encourage administrators to develop the skills necessary to analyze data.

Ad-10. As institutional activities become more diverse, the role of the administration will become more complex and less campus-centered.

Compatibility of Objectives Exercise: Coded List of Objectives for Compatibility Chart

Ad-11. The college administration should continue to place a high priority upon student, community, and faculty participation in long range planning efforts and management decisions.

Ad-12. The college administration should continue to develop sophisticated avenues of communication with each college constituency as well as with the public.

testing compatibility of objectives with institutional purpose:

exercise for stage 6

(Adopted from AASCU Planning Model)

COMPATIBILITY CHART

COMPATIBILITY CHART

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objectives \ institutional goals	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	19 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-25
1 C-1	A	A	A	A	A	A	B	B	A	B	A	B	B	B	B	A	A	A	A	A	B	A	B	A	A
2 C-2	B	B	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A	B	A	A	B
3 C-3	B	B	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A	B	A	A	B
4 C-4	A	A	A	A	A	A	B	B	A	B	B	B	B	A	A	A	A	A	B	A	A	B	B	A	A
5 C-5	A	A	A	A	A	A	B	B	A	B	A	B	B	B	B	A	A	A	A	A	B	A	B	A	A
6 C-6	A	A	A	A	A	A	B	B	A	B	B	B	B	A	A	A	A	A	B	A	A	B	B	A	A
7 C-7	A	A	A	A	A	A	A	A	A	B	A	B	A	A	B	B	A	B	A	A	A	A	A	A	A
8 C-8	A	A	A	A	A	A	A	C	A	A	B	A	A	A	A	A	A	A	A	A	B	B	B	A	A
9 C-9	A	A	A	A	A	A	B	B	A	B	A	B	B	B	B	A	A	A	A	A	B	A	B	A	A
10 C-10	A	A	A	A	A	A	B	B	A	B	A	B	B	B	B	A	A	A	A	A	B	A	B	A	A
11 C-11	B	B	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A	B	A	A	B
12 C-12	B	B	A	A	A	A	A	A	A	B	A	B	B	B	B	B	B	B	A	A	A	B	A	A	B
13 C-13	B	B	A	A	A	A	A	A	A	B	A	B	B	B	B	B	B	B	A	A	A	B	A	A	B
14 C-15	A	A	A	A	A	A	B	B	A	B	B	B	B	A	A	A	A	A	B	A	A	B	B	A	A
15 C-16	A	A	A	A	A	A	A	A	A	B	A	A	A	B	A	A	A	A	A	A	A	B	A	A	A
16 C-17	A	A	A	A	A	A	A	A	A	B	A	A	A	B	A	A	A	A	A	A	A	B	A	A	A
17 C-18	A	A	A	A	A	A	B	B	A	B	B	B	B	A	A	A	A	A	B	A	A	B	B	A	A
18 C-19	B	B	A	A	A	A	A	A	A	B	A	B	B	B	B	B	B	B	A	A	A	B	A	A	B
19 C-20	B	B	A	A	A	A	A	A	A	B	A	B	B	B	B	B	B	B	A	A	A	B	A	A	B
20 C-21	A	A	A	A	A	A	A	C	A	A	B	A	A	A	A	A	A	A	A	A	B	B	B	A	A

testing compatibility of objectives with institutional purpose:

COMPATIBILITY CHART

exercise for stage 6

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institutional goals

objectives	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	19 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-25
1 C-22	B	B	A	A	A	A	A	A	A	B	A	B	B	B	B	B	B	B	A	A	A	B	A	A	B
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1 F-1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
2 F-2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
3 F-3	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
4 F-4	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
5 F-5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
6 F-6	B	B	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A	B	A	A	B
7 F-7	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
8 F-8	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
9 F-9	B	B	C	C	C	C	C	C	C	C	B	B	B	B	B	B	B	B	C	B	C	C	A	C	B
10 F-11	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A
11 F-12	A	A	A	A	A	A	A	A	A	B	A	A	A	B	A	A	A	A	A	A	A	B	A	A	A
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I-20

testing compatibility of objectives with institutional purpose:

exercise for stage 6

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objectives / institutional goals	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	18 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-
1 S-1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A
2 S-2	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	C	A	A	A
3 S-3	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	C	A	A	A
4 S-4	B	A	B	A	B	A	A	A	A	A	A	C	C	B	A	B	A	B	A	B	A	A	A	A	A
5 S-5	A	A	A	A	A	A	A	A	A	A	B	A	B	C	A	A	A	A	A	A	A	A	A	B	A
6 S-6	A	A	A	A	A	A	C	C	A	B	C	C	B	C	A	A	A	C	B	A	A	C	A	A	A
7 S-7	A	A	A	A	A	A	A	A	A	A	C	A	A	A	A	A	A	A	A	A	A	B	A	A	C
8 S-8	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	C	A	A	A
9 S-9	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	C	A	A	A
10 S-10	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A
11 S-11	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	B
12 S-12	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A
13 S-13	C	C	A	A	A	A	A	A	A	A	C	C	A	A	A	A	A	A	A	A	A	B	A	A	A
14 S-14	A	A	A	A	A	A	A	A	A	A	B	B	B	B	A	B	A	B	A	A	A	B	A	A	A
15 S-15	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A
16 S-16	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A
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testing compatibility of objectives with institutional purpose:

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objectives \ institutional goals	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	19 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-25
1 A-1	A	A	A	A	A	A	B	A	A	A	A	A	A	B	B	B	B	B	B	B	A	A	A	B	B
2 A-2	A	A	A	A	A	A	B	A	A	B	A	A	A	B	B	B	A	B	B	A	A	A	A	A	A
3 A-3	A	A	B	A	A	A	A	B	C	A	B	A	A	B	B	B	B	B	B	B	A	B	A	B	B
4 A-4	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B	B	B	A	A	A	A	B
5 A-5	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B	B	B	A	A	B	A	B
6 A-6	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	A	B	B	B	A	A	A	A	A
7 A-7	A	A	A	A	A	A	A	A	C	A	A	A	A	C	C	B	A	B	B	B	A	A	A	A	A
8 A-8	A	A	A	A	A	A	A	C	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B
9 A-9	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
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objectives \ institutional goals	1. G-1	2. G-2	3. G-3	4. G-4	5. G-5	6. G-6	7. G-7	8. G-8	9. G-9	10. G-10	11. G-11	12. G-12	13. G-13	14. G-14	15. G-15	16. G-16	17. G-17	18. G-18	19. G-19	20. G-20	21. G-21	22. G-22	23. G-23	24. G-24	25. G-25
1 RD-1	A	A	A	A	A	A	B	A	A	A	A	A	A	A	B	B	B	B	A	A	B	B	A	A	A
2 RD-2	A	A	B	A	B	A	B	B	B	A	B	B	B	B	B	B	B	B	A	A	B	B	A	B	B
3 RD-3	A	A	A	A	A	A	B	A	A	A	A	B	B	B	A	B	A	B	A	A	A	B	B	A	A
4 RD-4	A	A	A	A	A	A	B	B	A	A	A	B	A	A	A	A	A	A	A	A	A	B	A	A	A
5 RD-5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
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I-23

testing compatibility of objectives with institutional purpose:

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objectives \ institutional goals	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	18 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-25
1 PS-1	B	B	B	A	A	A	A	A	C	B	A	B	B	B	B	B	B	B	A	A	A	B	B	A	B
2 PS-2	B	A	A	A	B	A	B	B	B	B	A	B	A	A	B	B	B	B	B	B	A	B	B	B	B
3 PS-3	A	A	B	A	A	A	A	A	A	B	A	B	B	B	B	B	B	B	B	B	B	B	B	A	B
4 PS-4	B	B	B	B	A	B	A	A	B	A	A	B	B	B	B	B	B	B	B	A	A	B	B	A	B
5 PS-5	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	B	A	A	B	B	B
6 PS-6	B	B	B	B	A	B	A	A	B	B	A	B	A	B	B	B	B	B	B	A	B	B	B	A	B
7 PS-7	B	B	B	A	B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	A	B	A	B	A	B
8 PS-8	A	A	B	A	B	A	B	B	B	A	A	B	B	B	B	B	B	B	A	A	B	A	B	B	B
9 PS-9	B	B	B	B	A	B	B	B	B	B	A	B	B	B	B	B	B	B	B	A	B	B	B	A	B
10 PS-10	B	B	B	B	A	B	A	B	B	B	A	B	B	B	B	B	B	B	B	B	B	B	B	A	B
11 PS-11	B	B	B	B	A	B	A	B	B	B	A	B	B	B	B	B	B	B	B	A	B	B	B	A	B
12 PS-12	A	A	B	A	A	A	A	A	B	B	A	B	B	B	B	B	B	B	A	A	B	B	B	A	B
13 PS-13	A	A	A	A	A	A	A	A	A	B	A	B	B	A	A	A	A	A	A	A	A	A	B	A	B
14 PS-14	B	B	B	B	B	B	B	B	B	A	A	B	B	B	B	B	B	B	B	A	B	B	B	A	B
15 PS-15	A	A	A	A	A	A	A	A	B	B	A	B	B	B	B	A	B	B	B	B	A	B	B	A	B
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COMPATIBILITY CHART

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1 IA-1	C	C	A	A	C	A	B	A	A	C	A	B	B	A	A	A	A	A	A	A	A	A	A	C	C
2 IA-2	C	C	A	A	C	A	B	A	A	C	A	B	B	A	A	A	A	A	A	A	A	A	A	C	C
3 IA-3	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
4 IA-4	C	C	C	A	A	A	A	B	C	B	A	C	C	B	B	B	B	B	B	B	A	B	A	C	B
5 IA-5	A	A	B	A	B	A	A	A	A	A	A	B	B	B	B	B	A	B	A	B	A	B	A	A	B
6 IA-6	A	A	A	A	B	A	B	B	A	A	A	B	B	A	A	B	A	B	A	A	A	B	A	A	B
7 IA-7	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
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objectives \ institutional goals	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	19 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-25
1 Fc-1	A	B	A	A	A	A	A	B	A	B	B	A	A	B	B	B	B	B	B	B	A	B	B	B	B
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3 Fc-3	A	A	A	A	A	A	A	A	A	A	B	B	B	A	B	B	B	B	B	B	A	B	B	A	A
4 Fc-4	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A	B	A	B
5 Fc-5	A	A	A	A	A	A	A	A	A	B	A	A	B	B	B	B	B	B	B	B	A	A	B	A	B
6 Fc-6	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A	A	A	B
7 Fc-7	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B
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COMPATIBILITY CHART

testing compatibility of objectives with institutional purpose:

exercise for stage 6

(Adopted from AASCU Planning Model)

COMPATIBILITY CHART

code
A = compatible
B = neutral
C = incompatible

objectives \ institutional goals	1 G-1	2 G-2	3 G-3	4 G-4	5 G-5	6 G-6	7 G-7	8 G-8	9 G-9	10 G-10	11 G-11	12 G-12	13 G-13	14 G-14	15 G-15	16 G-16	17 G-17	18 G-18	19 G-19	20 G-20	21 G-21	22 G-22	23 G-23	24 G-24	25 G-25
1 ER-1	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A	B	A	A	B
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4 ER-4	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A	B	B
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1 Ad-1	A	B	B	A	A	A	A	A	A	B	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B
2 Ad-2	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	A	B	B	B	B	B
3 Ad-3	A	A	A	A	A	A	A	A	A	B	B	B	B	B	B	B	B	B	B	B	B	A	B	B	B
4 Ad-4	A	A	B	A	B	B	A	B	B	A	A	B	B	B	B	B	A	B	A	A	B	A	A	A	B
5 Ad-5	B	A	B	B	B	B	A	B	B	A	A	B	B	A	A	A	A	A	A	A	B	B	B	B	A
6 Ad-6	B	A	A	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
7 Ad-7	B	B	B	B	A	B	A	B	B	B	A	B	A	B	B	B	B	B	B	B	A	B	B	B	B
8 Ad-8	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
9 Ad-9	B	B	B	B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	B	B	B	B	A	B	B
10 Ad-10	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	A	B
11 Ad-11	B	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B	B	B	B	A	B	B	A	A	B
12 Ad-12	B	B	B	B	B	B	B	B	B	B	B	A	B	B	B	B	B	B	B	B	A	B	A	A	B
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Book Bibliography

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